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North Carolina Teachers Record

Official Publication of the North Carolina Negro Teachers Association

The Human Touch

▼ ▼

'Tis the human touch in this world that counts,
The touch of your hand and mine,
Which means far more to the fainting heart
Than shelter and bread and wine.
For shelter is gone when the night is o'er,
And bread lasts only a day,
But the touch of the hand and the sound of the voice
Sing on in the soul away.

—Spencer Michael Free.

Published in January, March, May, and October, by the
NORTH CAROLINA NEGRO TEACHERS ASSOCIATION
Box 424, Raleigh, N. C.

Entered as second-class matter January 15, 1930, at the post office at Raleigh, North Carolina, under the Act of March 3, 1879.

Units Representing 100% Membership

This roll has been assembled from the roster sheets sent in. Doubtless there are a few others entitled to appear in the list, but failed to indicate percentage on roster. We will be glad to insert any others in the March issue.

ALEXANDER COUNTY
Happy Plains, Taylorsville

ANSON COUNTY
Ansonville High School
Anson County Training School

ALAMANCE COUNTY
Alamance County Unit
Alamance County Training School
Jordan Sellers High School

BERTIE COUNTY
Bertie County Training School
Colerain Graded School
Windsor High School

BEAUFORT COUNTY
Washington City Schools
Belhaven School
Pantego High School

BLADEN COUNTY
Bladen County Unit

BURKE COUNTY
Olive Hill High School

BRUNSWICK COUNTY
Brunswick County Training School

BUNCOMBE COUNTY
Asheville Teachers Association

CALDWELL COUNTY
Freedman High School, Lenoir

CABARRUS COUNTY
Logan High School

CASWELL COUNTY
Caswell County Unit

CATAWBA COUNTY
Ridgeview High School
Catawba County Unit

CARTERET COUNTY
Carteret County Unit

CHOWAN COUNTY
Edenton Local Unit

CLEVELAND COUNTY
Cleveland County Unit
Cleveland High School
Douglass High School
John Chavis School, Cherryville
Davidson High School

COLUMBUS COUNTY
Columbus County Unit

Craven County
Craven County Unit
West Street High School

CUMBERLAND COUNTY
Cumberland County Unit
Cumberland County Training School
State Normal School
E. E. Smith High School
Southside School

CURRITUCK COUNTY
Currituck County Unit
Currituck County Training School

CAMDEN COUNTY
Rosenwald School

DARE COUNTY
Dare County Unit

DAVIDSON COUNTY
Church Street, Thomasville

DUPLIN COUNTY
Duplin County Unit
Wallace High School
Kenansville School
Duplin County Training School
Branch Jun. High School
Douglass High School, Warsaw
Magnolia

DURHAM COUNTY
Pearson Elementary School
Walltown School
N. C. College for Negroes
James A. Whitted Elementary School
Lyon Park School
East End School
Durham County Unit

EDGECOMBE COUNTY
Edgecombe County Unit
Tarboro City Schools
Rocky Mount City Schools

FORSYTH COUNTY
Forsyth County Unit
East Fourteenth School
Columbia Heights Elementary
Winston-Salem Teachers College
Woodland Ave. Graded School

FRANKLIN COUNTY
Franklin County Unit
Franklin County Training School

GATES COUNTY
Gates County Training School

GASTON COUNTY
Reid High School
Gaston County Unit
Gastonia City Schools
Bessemer City School

GRANVILLE COUNTY
Granville County Unit
Mary Potter Memorial School, Oxford
Grange Street School, Oxford

GREENE COUNTY
Greene County Unit
Greene County Training School

GUILFORD COUNTY
Greensboro City Schools
Guilford County Rural Schools
Washington Grammar School, High Point
William Penn High School, High Point
Leonard Street School, High Point
Fairview Elementary School, High Point
Palmer Institute

HALIFAX COUNTY
Halifax County Unit
Enfield Graded School

HARNETT COUNTY
Shawtown High School
Harnett County Unit

HERTFORD COUNTY
Hertford County Unit
Riverview Graded School
Waters Training School

HENDERSON COUNTY
City Schools, Hendersonville

HOKE COUNTY
Hoke County Unit
Upchurch High School, Raeford

HYDE COUNTY
Hyde County Unit

IREDELL COUNTY
Iredell County Unit
Morningside High School, Statesville

JOHNSTON COUNTY
Johnston County Training School
Short Journey School
Richard B. Harrison School
Kenly School
Four Oaks School

JONES COUNTY
Trenton School
Jones County Training School

LENOIR COUNTY
LaGrange High School
Kinston City Schools

LEE COUNTY
Lee County Teachers Association

LINCOLN COUNTY
Lincoln County Unit

MARTIN COUNTY
Williamston High School
Parmele Training School

MACON COUNTY
Macon County Unit

MECKLENBURG COUNTY
Second Ward High School
Fairview School
Alexander Street School
Biddleville School
Morgan School
Isabella Wyche School
Myers Street School
Plato Price School

MOORE COUNTY
Pinckney High School
West Southern Pines High School
Berkley High School

NASH COUNTY
Nash County Training School
Spring Hope Public School

NEW HANOVER COUNTY
Williston Industrial School
Williston Primary School
Peabody School
New Hanover County Unit

—Continued on page three of cover.

North Carolina Teachers Record

OFFICIAL PUBLICATION of the NORTH CAROLINA NEGRO TEACHERS ASSOCIATION

VOLUME X

JANUARY, 1939

NUMBER 1

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Using Visual Aids In the Elementary School

By A. H. PEELER

J. C. Price School, Greensboro

WHEN the expression, "Visual Education," is mentioned it is usually understood to mean something "new," and is invariably considered in relation to motion pictures. Visual instruction is as old as education itself. Much of our information is gained through the eye. By means of pictures, models, travel, etc., the teacher has guided pupils through many steps of their training period. With the advent of the motion picture and other improved methods of projection into the school program a new emphasis has been placed on "Visual Education." It is not the purpose to discuss here the topic of "Visual Education," but to give a brief account of how a program is being initiated in the J. C. Price School (Greensboro) to use these visual aids in attaining the objectives of the elementary school. The discussion is limited to the motion picture, film strips and slides.

The materials available to our school are a 16 mm. silent projector, a tri-purpose projector, a 35 mm. camera and a standard slide projector. All of these are simple to operate and can be used by the teacher. The materials for projection are secured from various sources. Some are owned by the school. Many of the motion pictures are rented although we have used a few free reels. We are experimenting with the making of slides and filmstrips in the school. This work is integrated with class units and school activities. Materials are selected so as to fit into the regular school program, as this program is supplementary to the regular teaching. A system has been devised so that each teacher knows what is available and can make application for what is needed. A follow-up report is also used to show the results and as reference for future selections. Records are kept on file of costs, sources, uses, etc.

Although we are just beginning to make use of these "tools" in our school, many benefits are already apparent. First, the pupils are interested. This in itself is worth much. The materials being presented are broadening the experiences of the children. Many social values come out of the preparation for, and the follow-up of, the presentations. An attempt is made to minimize the entertainment phase and maintain the classroom situation as far as possible. Several of our boys have become interested in operating the machines so that a student operator's club is contemplated very soon.

It is the hope that this interesting program will continue to grow and make an increasing contribution to the lives of our boys and girls.

● The Kansas man who at the age of 95 took unto himself a wife is a living example that no man is too old to be foolish.

Retirement Fund For Teachers

THE teachers in the public schools of the State are insisting that the next Legislature set up machinery and provide for the necessary funds for a retirement program, less dignifiedly called, perhaps, an old-age pension plan.

But call it what you will, the idea is all right and the teachers have a case.

The only trouble is that North Carolina is not going to have the money to do everything along this line that the teachers would like to have done.

They propose, in a nutshell, to charge themselves with a million

dollars for this purpose, if the State will match that amount and establish a two million pot from which these aged teachers may draw in their declining years.

Some of these days North Carolina will come to this. It may make a start in the next Legislature.

If so, it will be for two reasons:

First, because the children themselves need the services of more alert and virile teaching than can possibly be forthcoming from those who have worn themselves into decrepitude in this service of teaching.

And, second, because the State's

compassion will become so acute and its conscience so quickened that it will not have the heart to turn these worthy servants out of their rooms, with nothing upon which to subsist, after they have spent their full and most vital years in the unselfish and, often the more or less thankless ministry of public school teaching.

● A stacked Supreme Court will be effectively checkmated by a stacked Congress.

● About the quickest and surest way to become unpopular is to carry tales and gossip about others.

“What I Conceive To Be the Function of a Teachers’ Association”

Address of D. M. JARNAGIN

President of the Piedmont District Teachers Association, at High Point, December 3.

Fellow teachers, ladies and gentlemen:

I know that it is customary in deliberative bodies for the executive officer to make a statement of some sort at the convening of the organization, setting forth the problems facing the organization and making certain recommendations toward the solution of these problems. I prefer that the time I shall use should have been consumed by the speakers whose messages brought to our attention, problems that are of very vital concern to us, who are seeking for light on their solution.

I am going to brave the charge of being presumptuous and say something about what I conceive to be the function of a teachers’ association, with our organizations—State and district, particularly, in mind.

May I say that the Negro teachers of North Carolina have every reason to be proud of the fine record of the State Association—proud of the exceptionally fine type of men and women who have served as executives, who have guided the organization, shaped its policies and builded it into one of the best, if not the best of its kind in this country. When I hear teachers complaining, I wonder if we are as grateful as we should be to those who have stood on the wall for lo, these many years, battling for the rights of the Negro teachers in this State. In this, they are not unmindful of the fact that, the discussion of delicate or political questions such as salaries, transportation and consolidation, and larger appropriations for higher institutions of learning, might result detrimental to them. I am sure it is our hope and aim

to make the district associations no less noteworthy in their achievements, and through their efforts enable the state association to carry on in a larger and a more tangible way.

Added emphasis on the professionalization of the teaching job has resulted in the growth of professional organizations among teachers which gives rise to the question—“What should be the function of such organizations?”

This is a day of organization. Social progress is dependent upon well-defined, worthwhile programs, by the enthusiasm and efforts of effectively organized groups. In fact, it is becoming more and more difficult to accomplish any social or economic readjustment without the aid of a powerful and effective organization. This has been realized by labor, veterans, industrial, manufacturing and even banking groups.

The profession of education is the sponsor of the greatest and most far-reaching socializing agency known to man, yet the influence that the association exerts over its own practices and life in general is limited by deficiencies in its own organization. Education associations have all the essentials for effective organization. They advocate recognized needs; the unselfishness of their appeal attracts the attention of the people at large; their contact reaches into every nook and corner of the land and they embrace groups of highly trained individuals. These factors should result in a powerful organization. In spite of these advantages, it is questionable whether the educational associations are as functional in the life of the nation as they might be.

The membership of a teachers association should include the president of the largest university as well as the humblest teacher. The activities of the association should be such that the humblest backwoods teacher should feel that she is part and parcel of the organization and not some one whose membership is valued merely for the fee.

Perhaps one reason why the association is not more effective is the fact that teachers do not take the organization seriously and hence are indifferent toward it. Many of them fail to see the justness or the necessity of paying the membership fee. Under present conditions of American life money is a prime necessity for the operation of any organization. There must be money for influencing public opinion. Money is required to rent the avenues of communication, whether they be the radio, the press or public platform. I hope many of you heard the bold, out-spoken, masterful address over the radio Tuesday night, November 15, by President James E. Shepard in which he pleaded for enlarged educational facilities for the Negroes of North Carolina. There should be money for a salary that will be inviting to a well-trained, competent man as executive secretary. Our very efficient secretary, Dr. Davis, will tell you that he is today serving the association of North Carolina at a sacrifice.

Some sort of publication should be issued at stated times for the purpose of keeping the membership—local, State and national—informed of the developments in the educational program. It should be the mouthpiece of the

association and should speak out in no uncertain terms in advocacy of the reforms sought by the association.

The financial support that teachers give their professional organization is niggardly, not at all in keeping with the dignity and the importance of the profession and the need for enlarging its practices and its results.

We rant about the dollar we pay for membership. Too often when we are asked to pay our fee, at once we reply, "What am I getting for my dollar? What good is the Association doing me?" We expect the officials of the association to go right down to the State School Commission, legislature or somewhere and secure the removal of the differential in salary and to accomplish all the other reforms advocated by the organizations with this dollar bill.

The express man receives less than \$20.00 per week. He contributes \$12.00 per year to his organization.

Educational associations are ineffective not only because financial support is lacking but because teachers have little opportunity for active participations. About the only activities in which 99.9 of them participate is payment of membership fees, and even this slight participation may be prompted by pressure from the superintendent's office, the principal, or the Jeanes Supervisor, rather than by a genuine faith and interest in the organization.

If the educational organization is to function effectively, every graded school system, every high school system, every county system, every city system, every university and college, public or private should have its own local unit, to which every teacher in the system should be encouraged not only to become a member but to actually participate in activities of the organization, and to which officers are elected every year. Every member with talent should be given an opportunity to hold

office, carrying consequent responsibilities. The latter should apply to the district and state associations. This would give a greater number of teachers an opportunity to come in more direct contact with the function of the organization. It would not only enlarge the membership but would build *esprit de corp* and solidarity in the profession.

Scarcely 50 per cent of the teachers of North Carolina pay membership fees to the association. I think there was a decrease in the membership last year. Through conversation with various principals and teachers, it seems that there is a growing indifference to the organization on the part of teachers. If this is true, the association must ake on new life. There must be some appeal that will attract members beside the time worn argument of professional pride; something else besides the shibboleth of equal salaries and so on.

An efficient placement bureau might be maintained without cost to the teachers. A confidential list of graduates might be secured from the colleges, indicating whether the graduates were superior, average or below average, together with special aptitudes and interests, in addition to their professional preparation. Principals should give precedence, as far as possible, to enrollees of this bureau.

Under the leadership of the executive secretary the association might foster a research bureau by which important studies might be made regarding teacher-load, school buildings and their equipment, especially rural, provisions of instructional supplies, health conditions among Negroes, accessibility of schools, exceptional children, the correlation between schooling and crime. Such studies would reveal the inequality and the incompatibility of school standards, and would make it possible to analyze and prove illogical reasons for many of the inequalities. It will reveal discrepancies

between real and supposed educational opportunities and provision for Negro children. It will also reveal how great handicaps under which the Negro teachers have to work. Then, too, certain studies which show unusual variance between groups might be checked and reviewed in the associations' organ, thus setting forth the validity or non-validity of the facts brought out in the studies.

The association might retain or designate some one as its counselor who might advise the ex-secretary and he in turn might inform the teachers of the merits of pending legislation, constitutional amendments and other measures, the operations of which will be adverse to the interest of Negroes in general and teachers in particular. And being thus informed they will know which measures to support at the polls. The executive secretary could do this without fear of being penalized by those who hold the appointive power.

The association should have a definite agenda on which should be constantly turned the full power of the brilliant white light of publicity through the instrumentality of its publication. This should include such measures as increases in salaries; consolidation of small schools and transportation of children to the consolidated schools; more liberal provision for the higher educational advantages; Federal aid for education, with provision for equitable distribution of funds between the races; provision for tenure and retirement for teachers.

If such a program is carried on, on an unselfish basis, with dynamic force, the prestige of the association will permit it to stand as the valid champion of the rights of those who are engaged in the teaching profession regardless of the status they occupy.

This would be the most convincing argument for teachers to retain membership in the organization and a "soft" but irrefutable answer to the question "What am I getting for my dollar?"

Social Implications In the Question of Teachers' Salaries

Address by A. HENINGBURG

Before the Southeastern District Teachers Association, Fayetteville, Nov. 19th.



URING the Middle Ages, it was extremely difficult to find even a small group of men whose actions were not largely governed by superstition. An organized church seemed to have adopted the philosophy that ignorance was the best thing possible for the common man, thus giving superstition a better grasp on him than it need have had. As late as 1492, the year commonly accepted as marking the beginning of modern history, those who came down to the little wharf at Palos were firmly convinced that Columbus and his three tiny ships would be swallowed by monsters of the sea before they had lost sight of land. In the first place, these Palosese could not understand a man who insisted that the earth was round, when all thinking people knew that it was flat. No one of them had actually seen these horrible monsters of which they spoke so fearfully, but proof of their existence seems not to have been demanded. What we now sometimes call the age of scientific inquiry was not yet a part of man's thinking.

These people who came down to jeer and to scoff at Columbus were spiritually the same ones who had nailed Christ to the cross some fifteen hundred years earlier. Men whose philosophy of living had been measured by the notion of an eye for an eye and a tooth for a tooth were not ready to accept Jesus' teaching: "And whosoever shall compel thee to go a mile, go with him twain." Galileo and Socrates, Archimedes and St. Francis of Assisi; all these great men

found their teaching met with a great inertia. The race of man is not given to the early acceptance of a new idea, particularly when the delicate question of human relationships is involved.

This is much like saying that we actually resist the learning of new things; the reception of new ideas. It is much easier to call Voltaire an agnostic than to give intelligent ear to his reasoning. We would prefer being afraid of black cats or of the number 13 to giving thorough investigation to the reasons for our fear and uncertainty. We do not wish to begin a journey on Friday, nor would we willingly pass under a ladder which leans against a wall. We stop our children if they, filled with youthful exuberance, sing at table, and we shudder with miserable anticipation and apprehension if we break a mirror, for we know that seven years of very bad luck is to be our lot. All of these superstitious beliefs, like those patterns of thought which we accept without due investigation, might be classified as stereotypes. They have not become a part of our consciousness because of seasoned thinking applied to them; rather have we accepted them without any thought whatever.

The lengths to which we are sometimes led by this refusal to investigate often border on the ridiculous. We realize, for example, that thousands of people confidently expect a hair from a horse's tail, when placed in water, to become a serpent. The less we actually know about a given situation, the more are we likely to accept the stereotypes which all too frequently are born of supersti-

tion or prejudice. Sometimes, it is both.

Another stereotype is discovered when we attempt to judge an entire society by a given portion of that society. A small boy, when asked about the Chinese, replies that these people are laundrymen. His reply is built on the fact that all of the Chinese whom he has observed either operate or work in laundries. Some of us, while enjoying a steaming dish of chop suey, imagine that we are eating food greatly relished by the people of China. Others, better informed, know that chop suey was first cooked in San Francisco, not by a Chinese, but by an Irishman. To make the matter worse, we learn that this savory dish has practically no reputation in the land of Confucius.

It is of interest to us here that the Negro in America is frequently victimized by these stereotypes. The dominant, note that I am saying not *superior*, but *dominant*, racial group in America, has perfected a pattern of thought, a stereotype concerning the Negro. The black man has been cast in the role of a hewer of wood and a drawer of water. His job is not that of building a comfortable home for himself; he is happiest when he works hardest for others. There is no danger or likelihood of offending him, however great the insult, for by nature he refuses to take life seriously. He is the king's jester and the people's fool; even his deepest sorrow can be lightly dismissed when he has recourse to prayer and song. By nature he is dishonest, and must be closely watched. Stupid; he is not expected to adjust himself to the highly

competitive economic life of America.

This pattern has been carefully cast by enemies of the black man; and sometimes by those who have professed to be his friends. His portrait is that of the faithful old slave who zealously guards the big house and its precious contents, while the master fights to keep him forever in bondage. It is again the story of the black mammy; she who is good enough to tend the young, but not good enough to be provided with the sanctity of home, or to be given some brief respite in which she might devote a few hours to her own offspring. Uncle Tom takes his place in the pages of literature; in doing so, he would cause all those who are born black in America to hold him as their great hero.

When we stop to examine how these patterns establish themselves, we are not astonished to hear Dr. Paul B. Barringer, one of the South's most brilliant men, say in 1896:

"The Negro child is born under fair skies and in a land of plenty, but so improvident are his people that although plantains, bananas and 'mealies' will grow for the mere planting, his life from his birth onward is marked by alternate periods of gorging and starving. The latter causes him to widen the range of his appetite and young buds, succulent roots, insects, berries or anything that would prolong life, are used. The survivors of many centuries of such a life should certainly be of strong digestion and indiscriminate appetite, and this explains why a Negro ration, as it is called South, 'a peck of meal, three pounds of bacon and a pint of molasses a week,' is a plenty."

As we follow this discourse, we begin to wonder how an educated man could have such inadequate conception of the struggles of an underprivileged people. We read:

"In the first place, let us take up and consider the family, the unit of social measurement and gauge of social progress. This family, in

the warmer parts of the South at least, lives by preference in a hovel. Provide good, healthful and substantial houses, or clean, neat and attractive rooms, and try to substitute these in lieu of a part of the monthly or weekly wage, and see how you will stand in the matter of servants. They will not have them at this price. Money represents to the Negro the power of gratification for animal appetite." (Capitals for word Negro supplied by A. H.)

Another serious student, whose interest cannot be questioned, but whose accuracy leaves much to be desired, touches the matter of salaries for teachers.

"Negro teachers are generally paid lower salaries than white teachers for two reasons. First, Negro teachers are not so well trained and are less efficient than white teachers. Second, Negro teachers have a lower standard of living than white teachers. In other words the pay of Negro teachers is governed to a large extent by the same economic laws which determine wages in any other line of work."

The stereotype illustrated in this kind of reasoning leads our social order to conclude that the salary of the Negro teacher should be lower than that of the white teacher. We need not concern ourselves with Dowd's statement that the Negro is not as well trained, for in North Carolina the State determines the level of training for all teachers, white and black alike.

But let us examine this statement about standards of living. What commodities on the American market are cheaper for the Negro than for his white neighbor? Does the grocery clerk sell me butter for less per pound or bread for less per loaf? We would see that the obvious answer is an emphatic No! I would submit for your serious consideration the fact that it actually costs me more to live than it does a white person who teaches the same types of courses: more for education, more

for recreation, more for transportation. The white teacher may go to the State University for his graduate training, while the Negro must go to New York. It is common knowledge that jim-crow transportation costs the same as other passengers pay, yet how much less it provides by way of comfortable travel. Robert Russa Moton must have been thinking of this when he wrote in "What the Negro Thinks":

"Another common practice is to make the Negro coach the headquarters for the newsboy and the conductor and the repository for the train equipment such as lanterns, flags, brooms, dusters, and sundry other articles which are deposited in some corner between the seats or in the racks above the seats. The newsboy and the conductor, both of whom are white, of course, usually occupy two seats each with their outfit, and very frequently Negro passengers are left to stand in the aisle and positively forbidden to occupy the seats reserved for the conductor's use."

Even this plain speaking of Major Moton's is an understatement, for we know full well that it is to the Negro coach that the inebriated white passenger makes his way. His vanishing self-respect forbids his gently losing consciousness before his own women and children, but stands as no barrier to his making a nuisance of himself before members of another race; a race which even in his state of drunkenness seems to him infinitely inferior to his own caucasian majesty. There is but little need to call your attention to the so-called "Colored section" of many of the motion-picture houses in this State. A seaman would appreciate a description of these places as the crow's nest; an area which no one expects to enjoy. It is said that a well-known Southern architect was being tendered a banquet which marked the completion of a new theater in a North Carolina city. "But where," he was asked,

(Continued on Page 18)

The Relationship of Adult Education and Juvenile Education

By MRS. MOZELLE P. LANE
Area Supervisor, WPA Education Program



HAVE been asked to talk about the relationship of Adult Education and Juvenile Education. It gives me a great deal of pleasure to present to you the ideas of the Adult Education workers in North Carolina concerning this relationship.

If a stream of water is polluted it can only be purified if the purification process takes place at its source.

The child has his first contact with the parent, therefore, when he enters school many attitudes and habits are already formed, thus it is absolutely necessary that parent at least achieve the fundamentals of education and right way of living if the schools are to do the most with the children as they come in from the home. Therefore, to my mind the Adult Education teachers and the Juvenile teachers are building the same bridge, one working from one end and the other from the other end, only by joining hands can either achieve his desired goal.

Perhaps it would interest you to know some of the facts and human interest stories which will illustrate the statements which I have made above. The facts which I shall give you are taken from the State report recently made on Adult Education.

The program was instigated primarily to give employment to the unemployed teachers. But along with partial economic recovery has come great educational improvement. The three "R's" are no longer an end in themselves. They are the means to the goal of better life and living.

Mrs. Elizabeth C. Morriss, State Director, WPA Education Program, planned with the State staff, field supervisors, teachers and students, a tentative three-year program outlined as follows:

1936-1937—Year of Initiation. Theme: Changed Lives.

1937-1938—Year of Development. Theme: Changed Homes.

1938-1939—Year of Permanence. Theme: Changed Communities Through Changed Lives and Changed Homes.

During the *Year of Initiation*, all goals were not attained. However, there is concrete objective proof that a sound foundation was laid, and as a result, Adult Community Schools have become a vital factor of North Carolina life.

The theme, "Changed Lives," was stressed during the initial year. To be more specific, the emphasis was on students and teachers, their interests, purposes and problems.

But certain preliminaries were necessary in order to render the best type of aid to teachers and students. It was imperative to discover certain facts about communities and to secure the coöperation of community leaders. This aid was secured through a simple State-wide survey. Because of limited personnel and funds, such information was curtailed to the following essentials:

1. What actual adult and pre-school education programs were under way in the State?
2. What leaders were available?
3. What other resources were available (human and natural)?
4. What were the adult and pre-school interests of educational of-

ficials and other representative groups?

This information was secured by sending out questionnaires, by personal interviews in communities, and from the summary of *Social Factor* reports submitted by teachers and supervisors. As a result of this survey, pertinent findings were utilized as a basis for the adult education program.

Advisory Committees. As a further step in Community Coöperation local advisory committees were organized in a few counties during 1936-1937. These were chosen by teachers and supervisors. The purposes of these committees were:

1. To aid in interpreting the program to the public.
2. To aid in securing interest of students and increasing class attendance.
3. To secure local support.
4. To discover community interests and needs.

During the "Year of Development," this phase of the program was greatly enlarged. Neighborhood Councils were organized in all WPA program counties. County-wide Councils are now functioning, or are being organized, in all program counties. Because of the extended WPA program on State-wide basis, Governor Clyde R. Hoey appointed a Negro State Council. As a step toward permanency, this organization will convene in Raleigh, N. C., with State staff and field supervisors, on December 6, 1938, for the purpose of formulating plans to solve salient problems insolvable by local members.

(Continued on Next Page)

During the years service in training for our teachers has been carried out through:

1. Working Conferences.
2. Discussion Groups.
3. Directed Reading.
4. Preparation for a Culminated Activity.

During the Second Year:

1. Negro teachers in the North Carolina WPA Education Program either singly or in groups are members of the North Carolina Negro Teachers Association, and of the National Education Association. As a result of this, the entire personnel has access to: THE NORTH CAROLINA TEACHERS RECORD, *Adult Education Bulletin*, and *Journal of Adult Education*.

Aside from the regular culminating activities for the second year—through the sponsorship of the WPA Education Division, the Roanoke Island Memorial Association, and the North Carolina Adult Education Council, "Negro Adult Education Day" was held at Mantoo, North Carolina, on September 1st. From all over the State more than 2,000 Negro citizens, teachers and students witnessed Paul Green's symphonic drama, "The Lost Colony," presented on Roanoke Island. Such a production gave the entire audience a keener and finer appreciation of history, music and art. Hence, an excellent example of adult education in action.

ACHIEVEMENTS OF STUDENTS

Gains in Literacy. During the WPA education program, extending over five years, approximately 18,500 North Carolina Negro adults have learned to read and write. The "banner year" in literacy classes for both races closed June 30, 1938. All supervisors reported a total of 17,056 adults who achieved literacy during the year. Of this number 6,648 or 35 per cent were Negroes.

Continuing Education. Mere technical literacy is not an end in itself. It provides the tools for continuing education. In each of

the five years thousands of adult students have found new interests, and derived other direct benefits through instruction suited to their needs.

Brief items from Yearly Reports for Negroes 1937-1938:

Number of teachers employed	268
Number of students enrolled	16,920
Number of Illiterates taught	6,648
Number of community clubs organized	34
Number using library services	3,720
Number students aided in securing employment	1,066
Number health services secured for students through coöperation with health agencies	654

NEXT STEPS AHEAD

Workshop Centers. During the past two years, most of the adult classes have been held in homes. As a next step ahead, workshop centers will be developed in many counties. In these centers, well rounded programs of adult education will be promoted. Through community coöperation, eight such centers are already open for Negro classes. These workshop centers are community buildings or similar places secured through the coöperation of the County Community School Councils.

Health Clinics. One of the goals of the year of permanency is to have health clinics for all adult students. Such clinics have already been held in twenty-five counties. First-aid classes will also be conducted in the near future.

State Aid. The North Carolina General Assembly of 1937 authorized the expenditure, from State funds, of \$25,000 a year for adult education as a part of the public school system. To participate in the State-aid program, State funds were matched dollar for dollar by local funds.

During the past year, eighteen Negro teachers were employed on the State-Aid program. These

persons are employed on the same financial basis as public school teachers. As an advance toward permanency, it is hoped that a larger appropriation will make the State-Aid program increasingly effective.

The State-Wide Coördinated Literacy Program. The blot of illiteracy among Negroes in North Carolina is tragic—139,105 absolute illiterates, according to the 1930 census. Only four states in the union have more Negro illiterates than North Carolina.

As a preparation for the 1940 census, a Coördinated Literacy Program has been launched.

The two-fold purpose is:

1. To reduce illiteracy as much as possible by 1940.
2. To help our 139,105 neighbors to attack their own problems and to carry out their own purposes.

The initial step in this program has been made in counties where our Negro colleges are established. The president of each college has been asked to sponsor a Coördinated Literacy Program to reduce illiteracy in his county to a minimum by 1940.

As now underway in five counties, the college president appoints a college faculty committee. The president and this committee then call a planning conference. Those invited to attend this conference are: Community School Council members, State-Aid teachers, WPA education supervisors, and teachers, selected upperclassmen who are planning to do volunteer teaching, and volunteer teachers from other organizations such as churches, parent-teacher associations and club women.

Volunteer teachers are expected to teach the illiterates to sign his name, and to read at least three pages of a six-page leaflet especially prepared for the program. The adults who have been approached, will be invited and expected to enroll in the already established Community Schools.

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The South Must Find Way of Escape From Cheap, Docile Labor



CARRYING out a program discussing the important questions concerned with the Negro youth in the South as a major economic problem and the problem of graduate study in the colleges, the conference developed discussions which deserve and should hold the attention of all Negroes throughout the country.

We quote from the *Amsterdam News* of date of December 22nd:

"Dr. Arthur Raper, research and field secretary of the Commission of Interracial Coöperation analyzed the South's economic problem number one in its relation to Negroes as well as to whites who in his opinion must find some way of escape from the slavery of cheap, docile labor, usually enforced from the outside, and the barrier of false evaluation of minority status before any progress in resolving the problem can be made.

COMMISSION AT WORK

"The vital spark of the Association's program lies in the opportunity of the Commission on Higher Education and the Commission on Secondary Schools to follow through studies that point the way to a fuller and finer service on the part of the schools and colleges for Negroes.

"The report of the Commission on Higher Education showed a great deal of progress in the study of Community Life of Negro Youth.

"The Commission on Secondary Schools presented a proposal that the association through its executive committee formulate plans by which Negro secondary schools may be stimulated to study progressive movements in secondary

education and that the association request one of the philanthropic board for financial aid in promoting the study.

"This proposal was unanimously adopted by the Association and it is expected that plans immediately will be worked out with regard to the grant and the program which it would foster.

REPORT ON PROGRESS

The discussion on graduate instruction was a continuation from the fourth annual meeting at New Orleans. Report on the progress and status of graduate instruction in institutions for Negroes was given by Fred McCuistion, executive agent of the Southern Association and discussed with much clarity by Charles Wesley, dean, Howard University, and V. D. Johnston, dean, Virginia State College.

"Doctor Wesley plead for faithfulness to the ideal of creative scholarship, not merely service programs in our graduate schools. Doctor Johnston pointed out the challenge which will eventually face each state to provide for Negro graduate instruction.

"Following these discussions was the timely and thought provoking address by Doctor Clement, president of Atlanta University on the question as to how some states are actually approaching the problem of graduate instruction for Negroes. All of these reports and discussions will be published in a book of proceedings edited and distributed by Dean L. S. Cozart, secretary of the association.

DOCTOR IRA DEA. REID SPEAKS

"Other speakers were: Doctor Ira DeA. Reid, Atlanta University; Doctor Charles S. Johnson, Fisk University, who discussed 'The Problem of Negro Youth as

Says Dr. Arthur Raper at Fifth Annual Session of the Association of Colleges and Secondary Schools, held at A. & M. College, Tallahassee, Fla., December 9th and 10th.

Revealed through the Study of the American Youth Commission'; Doctor Ralph W. Tyler, University of Chicago, research director, addressed the association from the subject 'Studies in Progressive Education and the Direction They Are Taking.' Among other criticisms that the eight-year study faced, Doctor Tyler emphasized the observation that the curriculum is not closely enough related to life experiences. He then pointed the following common ways of enriching our school program:

"(1) By providing more functional content.

"(2) By planning work in terms of broader range of objectives.

"(3) By making some objectives school-wide and common to all as well as dealing with what is unique.

"(4) And by providing some form of coöperative course.

"Doctor Frank C. Jenkins, Director of Southern Study, gave a picture of the 'Curriculum Development in the Southern Secondary Schools.' Doctor Hilda Taba, assistant professor, University of Chicago, member of the staff of the Commission on Evaluation, Progressive Education Association, discussed the Philosophy of the Eight-Year Experiment.

(Continued on Page 16)

North Carolina Teachers Record

Official Publication of the

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DR. G. E. DAVIS *Editor-in-Chief*

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No. 1

It Depends Upon the Point of View

THE editor of this magazine, having been intimately identified with educational procedures in North Carolina since he began teaching in the public schools of Richmond, (now Scotland County) in 1879, knows whereof he speaks. He held at that time one of the two first grade certificates issued in Richmond County by the then County Superintendent R. B. John. The other first grade certificate was held by a white teacher. At that time he taught four months of the year, from June to October, at the maximum salary of \$40 a month. Out of this he paid for his board and room; the remainder being spent at a college in North Carolina paying for his college course which he completed in 1883. After taking a medical course at Howard University, he returned to his alma mater, where he taught for thirty-five years, teaching sciences and Latin, at the salary of \$75 a month for twelve months.

Then North Carolina came to his rescue, taking his feet out of the financial bog into which they had sunk in trying to give five children a college education.

His gratitude is due to the Presbyterian church for the opportunity to serve the Negro race for thirty-five years, and to North Carolina, where he served the State for twelve years as a member of the State Department of Education.

Naturally he has a warm spot in his heart for the State because of these twelve years.

I do not claim that North Carolina has any halo about its brow because of fair treatment of submerged or minority groups, but I do claim that by comparison with other states of the Southern galaxy, she shines with a magnitude which obscures the dim lustre of her Southern neighbors in their treatment of the Negro.

I need only pick out one star alone of all the train that catches the Negro traveler's eye. It is that of our sister state, Alabama. It shines with the same hazy lustre of Florida, Georgia, Mississippi and others of the "so-called" deep South. I make reference here to her attitude towards her Negro teachers. Judging from a statistical release printed by the *Alabama School Journal*, the condition of white and Negro teachers in Alabama is deplorable. The survey reveals that fifty per cent of Alabama's sixty-seven counties are paying white teachers an annual wage less than \$55 a month, her Negro teachers, as would

Awarded Degree of Doctor of Philosophy By State University of Iowa

WE are proud to present here the picture and brief sketch of Doctor Lawrence E. Boyd, who, for a number of years, has been intimately and constructively identified with educational activities in North Carolina, and at present head of the school system of Leakesville and the schools of Leaksville Township.

Dr. Boyd is the second Negro to have earned this coveted degree from Iowa State. The other Negro recipient is Dr. Cyril Atkins, now and for several years head of the Department of Chemistry at Johnson C. Smith University. As far as we know Dr. Boyd is the only Negro in



LAWRENCE E. BOYD

the South holding the degree, working solely in the public school systems of the South; the others working on the college and university levels.

He took his B.S. degree at Knox College, Galesburg, Illinois, in 1919, majoring in chemistry and physics. He earned his M.A. at Iowa State in 1933, majoring in education, with emphasis on administration and curriculum construction.

His scholastic experiences since graduation from college have been extensive. He taught chemistry and physics at Western Baptist College, Macon Missouri, in 1919-1921; was Dean of Bartlett Agricultural College, Dalton, Missouri, 1921-22, and instructor in chemistry and physics at Livingstone College, Salisbury, N. C., 1923-25 and instructor in science in the Price High School, Salisbury.

As the efficient principal of the Douglas High to which he returned after taking his doctorate, he is building one of the efficient schools of the state.

We welcome Dr. Boyd back into service in the State as one of our most progressive and devoted teachers and bespeak for him, yet a young man, a long life of service in the State of his adoption.

be expected, receive a yearly average of less than \$25 a month.

While a new day is about to dawn for the Negro teachers in North Carolina, let us give the TEACHERS RECORD, the State Teachers Association, and all groups affiliated with it, due credit for hastening forward this day.

Some Reasons for Membership in the North Carolina Teachers Association

MEMBERS of every profession maintain an organization for their mutual improvement and for the advancement of the cause to which they have dedicated their time and talents. Lawyers, physicians, journalists and ministers maintain such organizations, with money and presence at their meetings.

Teachers associations are the agencies through which teachers exchange ideas, and foster professional ideals, and promote the cause of popular education.

It is not necessary here to dwell upon the fact that our Association has an uninterrupted record of achievement through fifty-six years. It has ever held to lofty ideals of professional achievement, and has constantly striven for advancement of the interest of the group that has maintained it.

It has stood for a high type of teaching, adequate salaries, good working conditions for both teacher and pupil, and the best possible school at all times.

The Association has striven to coöperate with the State Department of Education and on several occa-

sions has been of valuable service to that Department.

Its plan has been to bind to the Association the friends it has made in both racial groups in the State, and to sell the idea of Negro education to those who have looked with indifference upon the idea of higher education for the Negro.

THE RECORD has kept away from publication of cheap and irrelevant matter and purely controversial subjects.

We have dedicated its pages to the best thoughts of the teachers who have constructive ideas in the teaching field.

We have not found it necessary to apologize for the contributions which appear in its pages.

We have striven to assemble facts relative to educational subjects, to acquaint the people of the State with existing evils and proposed remedies, and to bring the force of public opinion to bear upon those whose positions make it possible to change unfavorable and discriminating procedures and bring about a change which shall inure to the good of all.

Educate the Negro

(From The Fayetteville Observer.)

REQUEST by a special commission appointed by Governor Hoey that the State of North Carolina spend seven hundred thousand dollars a year more in the education of North Carolina Negroes is a sound business proposition, and a proposition designed to increase the income of the average North Carolinian.

An ignorant person, be he white or black, is a drawback to every community.

In this specialized age he cannot pull his own weight, he cannot put into the game of life what he takes out of it, he cannot pay his own way.

Therefore, somebody else is always having to dig down and cough up the cash to keep the ignorant man fed just enough to keep him from stealing.

Any assault on ignorance for this reason is not only altruistic but excellent business.

The more educated the Negro the greater that Negro's earning

ability, the more probable are the chances that he is a man who pushes the community forward instead of holding it back.

The more educated the Negro, the greater his productivity in city or on farm, the greater his productivity the greater his earning power, the greater his earning power the greater his spending power—and spending power is what makes the cash register clink, what meets the pay rolls, what boosts the value of real estate.

From time to time some foolish white man will attempt to impede the progress of Negro education on the ground that educated Negroes will "push white men down."

That is true only in the sense that educated people everywhere and of every color tend to get ahead faster than uneducated people. Ample educational facilities are open in this State to every white person and the white man who thinks he is in danger of being "pushed down" by an educated Negro is confessing himself both

a dumb-bunny and a lazy one, who is already "pushed down" about as low as he will ever get.

Truth is that education raises standards of living, of production, and of social life.

Truth is that the educated man lives better, produces more, keeps the laws better, and spends more than an uneducated man.

Sad truth also is that education for the Negroes in North Carolina has not yet progressed as far as it should; that an unfortunate percentage of the Negroes are still uneducated, unproductive and criminally inclined by virtue of their very ignorance; and that the competition and the necessity of having to help support this unfortunate percentage of Negroes, is pulling down—rather than pushing down—the average Southern white man.

Far better to help the Negro stand on his own feet than to be eternally slowed down by the necessity of dragging him along because he is an uneducated cripple.

Western North Carolina District Teachers Association Meets

Held at Shelby in Cleveland High School - - Opening Address by Dr. H. C. McDowell

By MAUDE MITCHELL JEFFERS



THE Western North Carolina District Teachers' Association held the best and most widely attended meeting in its history at the Cleveland High School, Shelby, on November 11th and 12th.

The meeting opened Friday evening with music by Cleveland High Glee Club and the sextet, followed by welcome addresses by Mayor Harry Woodson, Miss Lydia A. Galbraith and Principal B. D. Roberts. The response was made by President J. E. Grigsby, principal of Second Ward High School, Charlotte.

Dr. H. C. McDowell, director of Lincoln Academy, Kings Mountain, who has had a rich experience as a missionary in Africa and as a religious and civic leader in this country, addressed the group in a most scholarly and practical way from the theme, "Advancing Together the Negro Home and the School." "The schools," he said, "must open up the aspirations of man and teach something vital. There must be a conscious effort on the part of the school to develop the community, if the goal is to be realized."

The various sessions opened Saturday morning with discussions of special interest to their fields.

Mrs. G. E. Davis, chairman of the Elementary Department and principal of Fairview School, Charlotte, conducted a program which was beneficial to the large audience of teachers, supervisors and principals that attended. She had as guest, Miss Marie McIver, State Supervisor of Elementary Schools, who made valuable suggestions

concerning the teaching of reading. Miss E. Belle Grigsby gave a scientific discussion of "The Teaching of Reading," which was followed by a live discussion. Mrs. R. L. Brown introduced the discussion, "Advancing Together the Home and the School." Music and demonstrations were furnished by the primary grades of Cleveland High School.

Mrs. Davis thanked the teachers for their coöperation and stated that the discussions had enabled everyone to return home with new ideas for more and better work.

The general program began with a jury panel discussion conducted by Principal W. E. Ricks, Washington High School, on the theme of the meeting. Leaders representing various fields were Rev. A. H. George, J. C. Smith University, who spoke from the minister's angle; Dr. R. S. Holliday, Statesville, represented the physicians; Mr. J. W. Mitchell, State agricultural agent,

the farmers; Mrs. Lucy Herring, Asheville, supervisors, and Mrs. Isabel Wilkins, Gastonia, the teachers. The discussion was summarized by Mr. Ricks. Music was furnished by Mrs. E. D. Wilson, Belmont, Miss Johnsie Crawford, Mt. Holly, and by the Cleveland schools.

The nominating committee reported the officers that follow: President, Mr. J. E. Grigsby; vice president, Miss Lydia A. Galbraith; secretary, Miss Beatrice Chambers; treasurer, Mr. McCullum.

The association accepted the invitation of Principal Knight of Monroe High School to convene there next November. A motion was passed to have a one-day session on Friday.

The total amount of fees reported amounted to \$255. Other units are continuing to report fees. The number in attendance was 574.

A most cordial reception was given by the Cleveland and the county units.

Charlotte Negro Elementary School Wins Nationwide Distinction

School Paper Makes Regional First Rating



THE following appeared in the *Charlotte (Evening) News* on October 17th and reflects great credit upon the elementary schools for Negroes in the State and the nation:

"The Fairview Negro Elementary School of Charlotte, came in for an envied national distinction

today when it was announced that it had taken one of the regional first places in the Columbia University ratings on its school paper, *The Fairview School News*."

"Mrs. G. E. Davis, the principal, explained that the honor was one toward which the school had worked for a number of years, gaining on the goal three successive years.

"The Columbia Press Association, it was explained, judges the

various public school papers entered in the contest, grading each according to its group—high schools elementary schools, etc.

"The contest is without distinction as to race, but groups the contesting papers as to regions only.

"The Fairview first grade rating

was in the Southeastern Region, and was one of the several which took first place.

"The next goal of the young journalists is to achieve the medal which is tops.

"Fairview, which is one of the leading Charlotte Negro schools

of the elementary group, has printed its school paper for a number of years.

"It is mimeographed by the school and carries all the departments of a regular newspaper.

"It is printed monthly during the school year."

Northeastern N. C. Teachers Meet At Williamston

By H. D. COOPER, *Secretary*



OVER 400 Negro teachers, representing 21 counties, assembled at the Williamston Colored High School on Saturday, November 12, for the third annual meeting of the Northeastern District of the North Carolina Negro Teachers' Association. The chief features of the program were the inauguration of departmental discussion meetings, including one for Adult Education, and an address by Dr. Arthur D. Wright, president of the Southern Educational Foundation.

The morning session, beginning shortly after 10 o'clock, was given over to discussion groups. These departments, after considering various problems in their chosen fields, elected officers as follows: Languages and Social Studies, Mrs. M. B. Williams of Elizabeth City, chairman; Mrs. A. L. Lawrence of Ahoskie, Secretary. Science and Mathematics, W. M. Daniels of Washington, chairman; Miss S. Matthewson of Tarboro, secretary. Home Economics, Mrs. Agnes S. Mitchell of Winton, chairman; Miss Ruby Crews of Farmville, secretary. Grammar Grades, Miss Ethel Lucas of Rocky Mount, chairman; L. A. Wilson of Hobgood, secretary.

At the afternoon session, in the

school auditorium, the chief speaker was Dr. Arthur D. Wright, president of the Southern Educational Foundation. As the administrator of merged philanthropic agencies of long standing, he was able to draw at random from his rich experiences accumulated in his wide travels through the South. Using chiefly the instrument of simple narration, with his unique punctuation of wit and pathos, Dr. Wright, by means of many illustrations, isolated individual power as the necessary requisite for a teacher's success. He concluded with the wish that the personality and experiences of a good teacher could be taught to a poor one.

Other speakers and visitors were: Dr. N. C. Newbold, director of the Negro Division, of the State Department of Public Instruction; Superintendent J. C. Manning, of Martin County Schools; Dr. G. E. Davis, executive secretary of the North Carolina Negro Teachers' Association; Mrs. L. B. Yancey, president of the North Carolina Congress of Colored Parents and Teachers; Mr. W. T. Murphy and Miss E. Louise Cooper, area and State supervisors of Adult Education; J. Percy Bond, supervisor of NYA work among Negroes; Mrs. Lucy F. James, home economics teacher trainer; President J. H.

Bias, of the Elizabeth City State Normal School; and C. S. Yeates, of Waters Training School, Winton.

Before the reports of various committees were called for, the district president, Dean S. D. Williams of Elizabeth City, expressed the aim of the association to work along strictly professional lines, with the development of the classroom teacher as its primary concern and with all other problems to be referred to the parent body at its meeting next spring.

The following officers were elected for the coming year: President, E. J. Hayes of Williamston; Vice President, H. C. Freeland of Winton; Secretary, Miss Bessye T. Shields of Scotland Neck; Assistant Secretary, H. D. Cooper of Ahoskie; members of the Executive committee, Dean S. D. Williams, W. A. Patillo of Tarboro, P. S. Jones of Washington, Miss W. M. Jeffries of Rich Square, and Mrs. Lucy Pritchard of Windsor.

Several musical selections were sung by the Williamston high school chorus. During the intermission lunch was served through the generosity of the Martin County teachers. The body voted to hold its next meeting at Waters Training School, Winton, N. C., on the second Saturday in November, 1939.

Southeastern District Teachers Association Holds Session



MORE than 500 teachers and other friends of education were gathered at State Normal School, Fayetteville, on Saturday, November 19, in the third annual meeting of the Southeastern District of the North Carolina Negro Teachers Association.

After a brief devotional service, Mr. W. S. Maize, Acting Dean of State Normal, speaking in the place of President Seabrook, who was absent on important business during the morning, gave a most cordial welcome to the assembly. President Seabrook was present later in the day and added his own words of hearty greeting.

President H. V. Brown, in his practical opening address, urged, among other things, that every teacher in the Southeastern District enroll as a member of the District Association, and that the District support wholeheartedly a proposal to have the State Teachers Association offer an undergraduate scholarship to each of the four districts belonging to the State Association. Details of this proposal will be made known later.

Miss E. Louise Cooper, State Supervisor of Negro Work in the WPA Education Department, was on the program, but, because of

another meeting, she was unable to be present. In her place Mrs. Mozelle Lane, also of the WPA Education staff, gave some very interesting facts and figures on the subject, "Relationship Between Adult and Juvenile Education."

Mrs. Lucy James, State Supervisor of Home Economics, made a few remarks concerning the home economics program for the State; and Mr. W. A. Cooper, artist, of Charlotte, made a few remarks and displayed some of his work, a portrait of the late Dr. E. E. Smith and one of the late Mrs. Annie W. Holland.

Other important business of the morning was the adoption of a constitution.

The outstanding feature of the afternoon session was a speech by Mr. A. Heninburg, Assistant to the President, North Carolina College, Durham. His subject was "Social Implications in the Question of Teachers' Salaries." One by one he thoroughly exploded all the old stereotyped excuses for a difference in the salaries of white and colored teachers and said we would insist that the laborer is worthy of his hire. But he deplored the fact that Negro teachers should be placed in a position of asking that salaries be equalized rather than that

they be made reasonable compensation for work performed. "Our job today," he said, "is to ask that existing salaries be equalized, that democracy be allowed to prevail; our job tomorrow is to ask this great State of ours to institute such investigation as is calculated to lead to *equitable* and *just* salaries for *all* of the teachers of North Carolina."

Very enjoyable music for the occasion was furnished by Fayetteville State Normal Glee Club, E. E. Smith High School Glee Club, Wade Elementary School Glee Club, and Cumberland County Training School Glee Club.

Officers of the District Association for the ensuing term are:

President—H. V. Brown.

Vice President—E. A. Armstrong.

Recording Secretary—Mrs. Mae Rudd Williams.

Corresponding Secretary—Mrs. Ethel Hayswood.

Registrar—Miss B. T. Lushington.

The next meeting of the District Association will be held in Wilmington, on the third Saturday in November, 1939.

The Committee on Publicity,
LEONORA T. JACKSON, *Chairman*
I. E. GLOVER,
NANNIE M. TRAVIS, *Secretary*

Minutes of the Piedmont District Teachers Association Meeting Held at High Point

The Piedmont District Teachers Association of the North Carolina Negro Teachers Association convened in the William Penn High School at High Point, N. C., Dec. 3, 1938. A preliminary general session was held in the auditorium

of the school at 10:45 a.m. with the president, Mr. D. M. Jarnagin of Warren County, presiding. The William Penn High School girls' chorus opened the meeting with a beautiful rendition of the selection "Daybreak." The invocation was

delivered by the Rev. Mr. W. H. Cooper of Charlotte, N. C., after which words of welcome were given by Mr. S. E. Burford, principal of the William Penn High School and vice president of the organization. Mr. Burford ex-

tended the facilities of his school to the visiting teachers and on the part of his staff and the members of the various city units gave the visiting teachers a most hearty and warm welcome. Miss Marie Tyler then sang to the delight of a most appreciative audience "Sorter Miss You" and "Tell Me O Blue, Blue Skies." Announcements were then made by Mr. Jarnagin as to the section meetings after which Dr. G. E. Davis made announcements concerning the collection of membership fees and with the following committee assignments the meeting was adjourned until 2:30 p.m.:

Committee on Time and Place: Miss L. M. Latham, chairman; Mr. Leroy Borden, Mr. V. H. Chavis.

Committee on Nomination: Mr. S. E. Duncan, chairman; Mr. Thomas B. Smith, Miss P. P. Jordan, Mr. Carl T. Harris, other member absent.

Committee on Constitution: Mr. E. A. Johnson, chairman; Mr. C. A. Barrett, Mr. H. M. Holmes.

Committee on Resolutions: Mr. L. E. Boyd, chairman; Miss Willie Green, Mrs. T. C. Beam, Mr. Wm. H. Lanier, Mr. J. A. Tarpley, Mr. T. N. Pettway, Mrs. Mozelle P. Lane.

With Mr. S. E. Burford, district vice president presiding, the second general session was opened with a medley of old Southern tunes including, "O Sussanna," "Deep River," "Dixie," "Swing Low Sweet Chariot," by the girls' chorus of the William Penn High School. Mr. L. A. Wise of A. & T. College was then presented and he gave an interesting account of the activities of the Educational Workers Federal Credit Union. He stated that the purpose of the Union was to promote thrift and to extend credit to its members. Mr. Burford then introduced Dr. John A. Lang, State Director of the National Youth Administration. He chose to discuss the much discussed problem of the South or that which the president has labeled as Economic Problem No. 1. He

approached the problem from the point of view of the Negro and stated that the big question which confronted us in this respect was "Is the School Keeping Up with the Times?" Dr. Lang stated that reform was the answer to this question. He further quoted from the findings of the State Legislative Commission for the study of Negro Education and observed that white and Negro leaders as never before are combining their efforts toward a solution of the problems with which they are confronted. Some of the suggestions Dr. Lang listed for solving Problem No. 1 are as follows:

1. A house cleaning within our own educational system.

a. More occupational guidance.

2. Adjust the curriculum to fit the individual.

3. Bring the school and the community closer together.

4. Preparation of the student for life as it is now being lived.

5. Creating favorable public opinion.

6. More adequate vocational training in our schools.

7. Seek more help from the Federal Government.

a. The South has 31 per cent of the nation's child population and only nine per cent of its wealth.

8. Keep the public with us.

The address was most inspiring and instructive and elicited much favorable comment from the members of the association.

Dr. Flemma P. Kittrell, Bennett College for Women, was then introduced by Mr. Burford. The theme of her discourse was the responsibility of the home and school in solving our educational problems. Dr. Kittrell stated that our scientific inventions have gone far beyond the discovery of ourselves and as a result mankind is immature and finds life difficult, therefore our first problem was to discover ourselves more fully. She stated that schools must set up their curriculums with this in mind. She also stated that schools must recognize that many other factors enter into our learning,

therefore, schools must use every opportunity to integrate all the phases of life. Other responsibilities, so stated Dr. Kittrell, that the schools must assume is that for our intellectual, emotional, and physical welfare. In closing her address, she stated that progressive educators must be keen students of history, they must study the successes and failures of the past and avoid the failures.

Mr. D. M. Jarnagin, president of the Piedmont District Teachers Association, was then introduced. In his message, he dealt primarily with the problems of the association, he stated that the profession needs a powerful and potent organization. The question, he stated was, "is the association as effective as it should be." First, he stated, financial support was lacking; second, every member with talent should be given an opportunity to hold office; third, that a placement bureau should be maintained; fourth, a research bureau should be established; fifth, a legal counsellor appointed; and sixth, a definite agenda in its publication.

The treasurer's report was then made by Mr. J. F. McRae of Hamlet, N. C. He reported that \$348.00 in membership fees had been collected during the day. A motion was made by Mr. J. F. Gunn and seconded that the report be received. The motion was carried. Dr. G. E. Davis, executive secretary, was then called upon for a report. He gave information of interest as to the collections and programs of the various districts and stated that this district was second in membership fees collected. The report was received and adopted.

The Time and Place Committee made its report and by unanimous consent of the body Burlington was selected as the next place for the meeting and the time Dec. 2, 1939. Mr. L. E. Boyd made the report for the Resolutions Committee. Mr. Gunn motioned that the report be received and adopted, the motion was seconded. Un-

readinesses were offered by Mr. Price and Mr. Smith, Mr. Smith being opposed to the proposed establishment of a graduate school for Negroes in North Carolina. Another question arose as to the disposition of the funds collected by the parent body, and Dr. Davis in responding stated that the Association was not a charitable organization. At this time the president called for a vote on the motion and it was carried.

Mr. Harold Holmes reported for the committee on constitution. His report was received and adopted. The committee on nomination then reported, the report being received and adopted by the body. The body then proceeded to elect the officers nominated by the committee and the following officers were chosen for 1939:

Mr. S. E. Burford, president
Mr. L. E. Boyd, vice president
Miss E. G. Schmoke, secretary
Mrs. Gladys D. Woods, assistant secretary

Mr. P. R. Brown, treasurer.

The following were elected to the executive committee:

Mr. W. B. Wicker, Sanford
Mrs. L. B. Yancey, Henderson Institute

Mrs. Pearl Pittman, Burlington
(Mr. O. W. Harris to fill vacancy created by the elevation of Mr. L. E. Boyd to the vice presidency).

After a few remarks from the new officers, the meeting was adjourned until Dec. 2, 1939.

South Must Find Way Of Escape From Cheap, Docile Labor

(Continued from Page 9)

Officers elected for the year 1938-1939 were: President, R. E. Clement, president, Atlanta University; vice-presidents, Mr. L. F. Palmer, principal, Huntington High School, Newport News, Va.; President Wm. Stuart Nelson, Dillard University, New Orleans, La.; secretary-treasurer, L. S. Cozart, dean, Barber-Scotia College, Concord, N. C. Replacements on the executive committee, Mr.

Aaron Brown, Jr., dean, Ft. Valley N. & I. Schools, Ft. Valley, Ga., dean, V. E. Daniel, Wiley College, Marshall, Texas, and R. B. Atwood, president, Kentucky State College, Frankfort, Ky.

The Relationship Of Adult Education And Juvenile Education

(Continued from Page 8)

Five colleges have already started this work. It is hoped by January 1st all Negro colleges in North Carolina will be participating in the Coördinated Literacy Program.

With one out of every five Negroes in North Carolina illiterate, reaching this "fifth" Negro is another objective of the WPA Education Program. A Negro patron of Wake County would like you to know her story.

She could not read or write. Three of her school-age children had never set foot in public school. The family cooked, ate, and slept in one room, using their other smaller room only for junk. But eight months ago a WPA teacher interested this mother in joining the Negro Community School. She hasn't missed the twice-a-week classes since then.

This fall her children entered public school, and she sees that they attend regularly. She hasn't been to a clinic yet, but she and her children are healthier because she has learned about balanced meals. Her home is changed, with the junk room made over into a kitchen. Even the windows are screened.

Is this woman's case unusual? During the past four years, 18,500 other Negro illiterates have, like her, had their lives and their homes changed through WPA Community Schools. But in spite of this achievement, there are 121,000 Negro men and women in North Carolina who have not yet been taught even to sign their names.

As in the white adult schools, all of the phases are taught. Four thousand Negroes are now en-

rolled in advanced general adult education classes, 1,799 in vocational classes, 564 in parent education, and 278 little children go to WPA Negro Nursery Schools.

Perhaps the first group to be taught in the Coördinated Literacy Program will be illiterate patrons of the public schools. Mr. Clyde A. Erwin, State Superintendent of Public Instruction, has written every superintendent in North Carolina asking that the names of all illiterate parents be reported.

To get parents interested in becoming literate means the possibility of developing a generation of intelligent children, an increase in public school attendance and will ultimately destroy the breeding places of illiteracy.

Finally may I say a word with regards to the way in which the Adult Education teacher may be of direct aid to the school if the principal and superintendent so desire: This may best be achieved thus:

Home and School Coöperation. During the past year this phase of the work was started in several sections of the State. The program will be greatly enlarged this year.

Home and school coöperation means that adult teachers, when requested by public school superintendents or principals, spend one day each week in visiting the homes of problem children or those who do not attend schools regularly. The adult teachers make any needed adjustments necessary to secure the child's welfare in public school and also urge parents to enroll in Community Schools.

Children are stamped before the school ever gets them, and to get the parents intelligently interested in education is a big step up for the children.

● Technical education is the exaltation of manual labour, the bringing of manual labor up to the highest excellence of which it is susceptible.—W. E. Gladstone.

Educational Commission Presents Its Report To Governor Hoey

Appointed to Study Educational Facilities for Negroes in the State



RECOMMENDING an appropriation for Negro schools for the next biennium of \$698,333, the commission appointed by the 1937 General

Assembly amply vindicated its recommendation by a careful analysis of conditions as they exist at the present time. A recent release sent out to publishers in the State sets out the program for carrying out the recommendations. We quote at length from the release as given in the *Charlotte Observer* as of November 27. Let every teacher study it:

"The high percentage of crime and delinquency, it appears, are directly traceable to the very poor inferior schools," the commission asserted in a 55-page report.

"The high percentage of sickness and all kinds of physical ailments among rural Negroes are traceable to ignorance of the common laws of health," the report said, "and to poverty which compels poor living conditions. Both of these conditions have been reduced or improved where better schools have been provided."

BUILDING PROGRAM

The proposed improvement program would provide, for each year of the next biennium, \$250,000 as grants of 25 per cent of the cost of consolidated school plants, sites, building and equipment; \$25,000 for vocational education; \$68,333 for additional maintenance for colleges; \$250,000 for teachers' salaries; \$70,000 for graduate and professional instruction; and \$35,000 for the support of Jeanes teachers. Jeanes teachers are Negro women provided to aid Negro teachers and help in vocational

work. They get their name from a woman who first provided a foundation for the work.

This would make possible consolidation and help eliminate one, two, and three-teacher schools, many of which were termed "both a menace to health and dangerous to life and limb." It also would provide increases in teacher salaries for Negroes, raising them nearer the pay for white instructors; extension of vocational instruction for Negro students, and enlarged services by the State's five Negro colleges.

FEDERAL AID URGED

The fund, the commission said, would amount to a "little less" than 75 cents for each Negro in the State and "not quite" \$2 each for the 340,000 Negro school children listed in the last census. The service rendered, it added, would "far outweigh the cost."

The commission strongly urged the use of Federal aid to improve Negro schools, as well as assistance of local school authorities by the State.

Recommended also was a \$100 per student appropriation for Negro colleges, compared with \$73 provided for them and \$150 for white students in 1937-38. This would increase the appropriation for the five colleges by \$322,900, enabling them to add several "well-trained, much needed instructors" and reduce the "large" student enrollment per instructor.

NEED MORE TEACHERS

Pointing out that the average enrollment per teacher was 14.1 in white colleges and 27 in those for Negroes, the commission remarked that "obviously, it is impossible for Negro instructors to teach success-

fully nearly double the number of students as the standard college instructor is required to teach."

The commission urged a 25 per cent reduction of the difference between pay for white and Negro public school teachers in the next biennium. The report listed the present pay as a maximum of \$990 for white teachers with an "A" grade and eight years' experience, compared with \$770 for Negroes, and a minimum of \$660 for white teachers and \$504 for Negroes.

To reduce these differences 25 per cent, Negro teachers would have to get a maximum of \$825 and a minimum of \$543, based on 1937-38 pay.

Negro teachers, it was pointed out, "are required to meet the same standards as are other teachers. They do not, however, receive standard salaries according to the State salary scales."

For each year of the next biennium, the commission recommended \$30,000 for a graduate school at the North Carolina College for Negroes in Durham and \$22,000 for one at the Agricultural and Technical college in Greensboro. Also suggested was a study of the two schools more clearly to define their purposes.

The commission expressed itself as "strongly convinced" that "conditions which exist in our rural Negro schools are extremely distressing and unhappy . . ."

The report listed "almost 1,000 one-teacher schools, 900 two and three-teacher schools, 845 of them pronounced 'bad' by competent judges of buildings; lack of consolidation, transportation, good buildings, and additional high schools."

BURDENED TO LIMIT

County units are already "burdened to the limit," the commission said, but added: "It is our settled judgment that improvement of these facilities for rural colored school children is the outstanding single development which should take place, and without too great delay."

"The present status of rural schools for colored children," it continued, "challenges the most earnest and thoughtful consideration of all officials and other leaders in North Carolina. This is true whether considered as a matter of education, economics, race problems, government or otherwise . . . No adequate program of education, no satisfactory program of health education, nor of industrial training can be offered in these unsanitary one, two, and three-teacher schools."

REMARKABLE GAIN

However, since 1933, when the State began supporting an eight-month term in the schools, two of the "most important items" in public education, length of term and teacher-pupil load, have been brought up almost exactly to the State standard levels, the commission said. This gain was termed "remarkable."

All of the 69 city administrative units, it was said, with a "few exceptions," have "very satisfactory" facilities for Negroes.

Praising the work of both State and privately supported Negro colleges, the commission recommended for each year of the next biennium an appropriation of \$15,000 to \$18,000 to provide not more than \$300 a year for Negro students desiring professional or graduate instruction not offered in Negro colleges in North Carolina.

The commission suggested that each succeeding Legislature authorize the Governor to name a commission to study Negro education and recommended necessary action to improve schools; and action "with the definite and distinct purpose" of developing over a period

of years a school system for Negroes approximating "nearer and nearer" standards the State has established in public education.

TRANSPORTATION

This program, the commission said it believed, would help eliminate present differences between facilities for Negro and white pupils, such as the transportation of 269,052 white pupils in 3,705 buses in 1936-37, compared with 18,885 Negroes in 364 buses; 781 one, two, and three-teacher schools for whites, compared with 1,817 for Negroes; and a school property valuation of \$99,735,904 for whites and \$13,121,814 for Negroes.

Members of the commission, all of whom were in the 1937 General Assembly, are: J. W. Noell of Roxboro, chairman; H. G. Horton of Williamston, vice chairman; J. H. McDaniel of Mount Pleasant, F. H. Brooks of Smithfield, and George R. Uzzell of Salisbury. Noell and Horton were chairmen of the House and Senate committees on education, respectively. N. C. Newbold, director of the division of Negro education in the State education department, was commission secretary.

Social Implications In The Question Of Teachers' Salaries

(Continued from Page 6)

"have you placed the Colored people?" "I have put them," he replied, "where they can see; but not be seen."

The national parks themselves do not escape this discrimination of which we speak. There are in this State as beautiful mountain country and silvery beach as one can find anywhere, but it is neither expected nor permitted that the Negro should enjoy these majestic temples of nature.

I repeat then, that complete living in this State of ours not only costs the Negro teacher as much as it costs all other teachers, it frequently costs him more.

We are forced to the conclusion that if my standard of living is

lower, it is because my income is lower. It is neither safe nor sane to say that I do not need a livable salary in order to be a good Negro teacher; you are forcing me to live in unwholesome surroundings by the very nature of the meager wage which you pay. Show me the Negro teacher who is well paid, and I will show you an American citizen who glorifies the profession of teaching. Show me any teacher who is beset by debt or hounded by economic insecurity, and I will show you one who knows not and who owns not his own soul; how can he challenge and inspire youth? Booker T. Washington said more than once, while studying the pitifully small salaries of Negro teachers in Alabama: "The white man evidently has unbounded faith in the Negro, for he expects him to do so much with so little."

It has been my purpose today to prove to you that there are vital and fundamental social implications involved in the question of equalizing salaries of teachers in North Carolina. It is clearly your duty and mine to examine these old patterns of thought; to bring into the merciless light of scientific investigation these old stereotypes. We rest our case here, confident in the belief that we shall learn the truth, and the truth shall make us free; confident too that those powerful social forces which are making history in the Old North State would concern themselves with this great issue. We shall wish to be better teachers tomorrow than we are today, and we would inspire our youth to climb to heights which we cannot know in our generation, but we would insist today and always that the laborer is worthy of his hire.

We are aware, however, that this question is more fundamental than that of salary equalization. What we in actuality are seeking is that the teacher, black or white, be paid a salary commensurate with his service to society. We know that ignorance and disease do not recognize the color line; they prey upon and destroy their

victims of all races at every opportunity. It is unfortunate that the Negro teacher is placed in the position of asking that salaries be equalized, rather than that they be made reasonable compensation for the work performed. What we need, and what I hope we shall eventually have, is a thorough study, on a State-wide basis, of equitable salaries for teachers in our State. The WPA has recently

published results of a survey designed to determine what it costs a working man with a family of four to live comfortably in this country. Thirty-one cities, scattered north, south, east, west, were studied. It was found that Mobile, Alabama, was the least expensive, and Detroit, Michigan, the most expensive city in which to live. The estimated cost of living in Mobile, the cheapest city, is \$1400

for a family of four. These figures are not for *black* people, or for *white* people, but for working people. Our job today is to ask that existing salaries be equalized; that democracy be allowed to prevail; our job tomorrow is to ask this great State of ours to institute such investigation as is calculated to lead to *equitable* and *just* salaries for *all* of the teachers of North Carolina.

The High School Debating Clubs

Sponsored by the North Carolina Teachers Association

By MATTHEW J. WHITEHEAD, Chairman



THE time has come to begin one of the most interesting of the extra-curricular activities, debating, and we are very proud that we are able to give you the question much earlier this year than we did the past year. By having more time to coach your teams, we know that you will have a good team, and that your students will enjoy working on such a live-wire question. This letter is for the purpose of announcing the question for this year's State-wide debate, and to give you all information and details relative to the preliminary debates and the finals.

Out of the one hundred and thirty-three standard high schools in our State, the past year we had sixty-one schools to enter teams in this contest, and fourteen of these were able to send their teams to the "Finals" in Greensboro, N. C., last April. We are hoping that more schools will enter the contest this year, giving your pupils an opportunity of this very worthwhile program. If you did not enter your team last year, start now so that you will be able to enter it this year.

We are glad to announce the query for this year's debate as follows:

RESOLVED: *That the United States Should Form an Alliance With Great Britain.*

The preliminary triangular debates will be held the coming spring, Friday, March 17, 1939, and the "Finals" will be held two weeks later at the A. and T. College in Greensboro, N. C., Friday, March 31, 1939.

The question this year is self-explanatory and your debaters will enjoy working out their speeches on such a current discussion. Please see that your speakers write their own speeches, as they are the ones to receive the training in this activity. For your convenience we are glad to submit sources of materials for this question:

1. *Current Magazines and Newspapers.*
2. *Debate Coaches Bureau, Denison, Texas.*
3. *H. W. Wilson Company, New York City.*
4. *The Debater's Digest, East Orange, N. J.*
5. *Debate Handbook of the Univ. of N. C.*
6. *Midwest Debate Bureau, Jacksonville, Illinois.*

Regulations of the N. C. High School Debating League

1. The League is open to all accredited High Schools of the State.

2. Notification of membership in the League must be in the office of the Chairman not later than December 18, 1938.

3. Schools becoming members of the League will be grouped into triangles according to location of schools, and sizes of schools unless changes of former groupings have been asked.

4. Each school of each triangle shall agree to furnish two debate teams of two members each, one to uphold the affirmative side of the question, and the other the negative side. Each team must have an alternate.

5. An alternate may give one rebuttal speech if the opposing coach does not object.

6. All debates shall be held on neutral grounds. One school of a group formed shall act as host to the two visiting schools. The host school shall secure judges for the visiting teams. The judges shall be mutually agreed upon by the visiting teams before the debate is held. A list of competent judges shall be sent to both schools to select three therefrom.

7. The host shall furnish lodging and meals for the visiting teams, but the visiting teams shall pay their own travel expense.

8. In case one school drops out of a triangle, a dual debate shall

be held with the two remaining schools. In case two schools drop out of a triangle, the remaining school becomes winner in that triangle by default. *Notify Chairman in either case.*

9. *Preliminary Debates March 17, 1939. Finals—March 31 1939.*

10. Each speaker shall have 15 minutes for his main speech and 5 minutes for Rebuttal. The alternate shall not take part in the main arguments. *Each speaker must prepare his own speech.*

11. *Judges shall sit apart during the debate, and at its conclusion without consultation vote: "Affirmative" or "Negative."* This scale shall be used for judging: Subject Matter 80 points, and Delivery 20 points. Main speeches and rebuttals shall have *equal weight with judges.*

12. The judges shall then sign their ballots, deliver them to an usher, who shall take them to presiding officer, and then, the judges are to retire, and select the best debater of the evening, whose name shall be announced from the platform.

13. All schools winning both sides of the triangles shall be eligible to compete in the finals at A. and T. College for the James B. Dudley Cup.

14. Schools in the finals shall be grouped into triangles, and they will debate until all but two schools have been eliminated. The two remaining schools shall debate the night of the finals for the J. B. Dudley Cup.

15. The school winning the cup shall have custody of it for one year, or until it has been won by another school. Any school winning the cup for four years in succession shall have permanent possession of the cup.

1. If you were not satisfied with your last year's grouping, please register with this office your reasons for a change.

2. Read all regulations carefully, as you will be expected to go by them. *Ignorance of these regulations is no excuse.*

Federal Aid For Schools

(From The Richmond Times-Dispatch.)

THE case for Federal aid for public schools was cogently presented in Richmond by President Graham, of the University of North Carolina, when he addressed the Virginia Education Association's opening session. The arguments he advanced would seem to be unanswerable.

Federal aid, as he noted, has been provided for highways, health, shipping, banks, agriculture, research, social security and higher education, but as yet, it has not been made available in any substantial degree to primary and secondary education. Under the Harrison-Thomas-Fletcher bill to be introduced at the forthcoming session of Congress, \$20,000,000 would be appropriated to the elementary and the high schools at the outset, and this would mount to \$140,000,000 a year at the end of a six-year period.

Dr. Graham also pointed out the

great disparity of wealth as between the various sections of the United States, the discriminatory tariffs and freight rates, and the varying tax systems, all of which handicap the South in its efforts to provide adequate education for its unusually large number of children per family. He stated, and with excellent logic, that it is only fair and reasonable for the central government to equalize educational opportunity in those areas which are themselves least able to afford adequate schooling.

Since \$2,000,000,000 is spent annually today by states and localities for public education, Dr. Graham is under no illusions as to how much can be done with the comparatively small additional amount which would be made available under the proposed bill. The \$140,000,000 which would be made available at the end of six years would obviously be only enough to supplement school funds in the worst areas.

Federal aid to the public schools has been denounced, incomprehensibly, as "un-American" in certain quarters, Dr. Graham pointed out. It may well be asked why it is any more "un-American" to invoke the aid of the Federal Treasury to carry on adequate educational processes in a country where education is basic to our form of government, than it is to provide such aid for tottering banks or unprofitable shipping companies.

● We do not know anything about our own resources until we have taught ourselves to stand alone. Not until we can think for ourselves, decide for ourselves, and act for ourselves do we become more than infants in the moral universe.—*Angela Morgan.*

● Happiness is here in the world for all of us to pursue, but most of us prefer to have it brought in on a silver platter.

3. If you desire, you may use a "Critic Judge."

4. Put more time this year on rebuttals and analysis rather than *oratory and delivery.*

5. Instill fair play and good sportsmanship in your team.

6. Register your school on time, and see that your results of the preliminary debates are in this office within 24 hours after the debate has been held. This will enable us to send you the information relative to the finals earlier.

7. We are in office to serve you, so feel free to write us about your problems. *Register all complaints with this office.*

8. This activity is sponsored by the N. C. Negro Teacher's Association.

9. Our platform is a "New Deal" in debating for all.

Preliminaries March 17, 1939; finals, March 31, 1939.

Greetings and Success to your team.

Units Representing 100% Membership

(Continued from page two of cover)

NORTHAMPTON COUNTY
Northampton County Unit
W. S. Creesy High School
Woodland Graded School
Jackson Graded School
Northampton Training School
Seaboard High School

ONSLow COUNTY
Onslow County Unit

ORANGE COUNTY
Orange County Training School

PENDER COUNTY
Pender County Training School,
Rocky Point
Pender County Unit
Burgaw High School

PERQUIMANS COUNTY
Perquimans Training School,
Winfall
Hertford High School
Perquimans County Unit

PERSON COUNTY
Person County Training School

PITT COUNTY
Greenville City Schools
Pitt County Unit

POLK COUNTY
Polk County Unit

RUTHERFORD COUNTY
Rutherford County Unit
New Hope School

ROBESON COUNTY
Rosenwald School, Fairmont
Robeson County Training School
Red Stone High School
Oak Ridge High School
Red Springs High School
Lumberton City Unit

ROWAN COUNTY
Lincoln Grammer School
Monroe St. School
East Spencer
Price High School
Rowan County Unit

RICHMOND COUNTY
Hoffman School
Hamlet Administrative Unit
Rockingham High School

ROCKINGHAM COUNTY
Douglass High School, Leaksville
Reidsville City Schools

STANLY COUNTY
Kingsville High School
Badin High School

SAMPSON COUNTY
Sampson County Training School
Sampson County Teachers Association

UNION COUNTY
Union County Unit
Monroe City Schools

VANCE COUNTY
Central School, Henderson

WAYNE COUNTY
Goldsboro City Schools
Carver High School, Mt. Olive
Fremont High School

WAKE COUNTY
Zebulon-Wakefield High School
Berry O'Kelly School
Crosby-Garfield School
Oberlin School
Washington High School
Lucille Hunter School
State School for the Blind and
the Deaf
Fuquay Springs
Garner Unit

WASHINGTON COUNTY
Washington County Unit

WARREN COUNTY
John R. Hawkins High School
Warren County Training School

WILSON COUNTY
Vick Elementary School, Wilson
Elm City Graded School
Charles A. Darden High School
Sallie Barber School

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★ ★

★ ★

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Additions to 1937-1938 Membership Roll

Some of the names below were inadvertently omitted in making up the Roll which appeared in the October issue. Others are names of members who paid after the Roll was off the press:

ANSON COUNTY
Anson County Unit
Miss Jeretha Huntley

GASTON COUNTY
Gaston County Unit

The following were by error
placed with Cleveland County:

Kings Mountain
Mrs. L. L. Adams
Miss Ina Brown
Bessemer City High School

Mr. C. B. Stewart
Mrs. E. J. Stewart
Mrs. E. N. Tilman
Mrs. M. G. Patterson
Miss B. F. Scales
Miss H. F. Bryant
Miss F. C. Floyd
Mr. C. E. Greenlee
Miss J. M. Daive

The following were omitted in
the Gaston County group:

Reid High, Belmont
Prof. T. Jeffers
Prof. H. S. Blue
Mrs. Rosa Lee Brown
Miss Dorothy Hinton Falls

Gaston County Group
Mrs. Daisie H. Adams
Mrs. Dora Humphrey
Mrs. C. C. Vining
Mrs. Lillian E. Crawford
Mrs. Ovella Withers
Mr. Rex H. Wellman
Mrs. Rex H. Wellman

HARNETT COUNTY
Shawtown High School
Prof. J. S. Spivey
Miss Florence L. Rice

LENOIR COUNTY
Tower Hill School, Kinston
Prof. J. A. Harper

MECKLENBURG COUNTY
Fairview School, Charlotte
Mrs. A. M. James
Miss H. S. Anderson
County Unit

Mrs. Roberta Hamilton
Mrs. Bessie Jamison
Mrs. Louise Haywood
Rev. R. L. Moore
Mr. I. T. Graham
Mrs. E. L. Rann
Mrs. Helen Haley
Mrs. Marie R. Clark
Miss Zettie R. Sherill

ROBESON COUNTY
Hilly Branch High School
Miss Rosa P. Williams
Miss Emma Love
Mrs. Blanche W. Houston
Miss Elsie A. Woodard

ROWAN COUNTY
Dunbar High School

S. E. Duncan
Theodore Mitchell
Richard McMullen
Mrs. Sadie Fair
Mrs. Lena Duncan
Miss Mabel Kelly
Mrs. Margaret Dalton
Mrs. Willie Payne
Mrs. Novella Chambers
Miss Pauline Bennett
Mrs. Zelma Draine
Miss Helen Whisonant
Mrs. Hildred Wacton

WASHINGTON COUNTY
Mrs. Mary C. Alston

Correction — In the Lee County
Group printed in the October issue
Rev. R. F. Jamerson was inadvertently
listed as Miss R. F. Jamerson.

Of course it's
"Built Like a
Skyscraper"



The New SHAW-WALKER Skyscraper Desk



SHAW-WALKER

Shaw-Walker-made means "Built Like a Skyscraper"—and the new Desk is no exception! Test its sturdy construction for yourself. Pound hard on the top or the side panels—there's absolutely no tinny echo. Open the drawers—not a sound, not a hitch. You'll like the comfortable rolled-edge top. You'll be impressed by this desk's handsome appearance—quarter-round beaded legs—rich bronze feet that won't bite into the carpet or floor—three finishes, mahogany or walnut with green top, or green with a warm brown top. It's the finest-looking desk ever built to sell at a commercial price. This is your great opportunity to furnish your office handsomely at a very moderate cost.

Important! Come in and see the organization features; see how this new desk is organized for work.

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Volume X
Number 2

March
1939

North Carolina Teachers Record

Official Publication of the North Carolina Negro Teachers Association



THIS IS NO TIME for the schools to equivocate on this question of democracy. In a public discussion in one of our great cities not long ago the question was raised, "If we lose our democracy, which shall we choose, communism or fascism?" This is no time to be considering such choices! Let us admit no possibility of any alternative beyond democracy, much less any desirability of such a choice. Let us not countenance for a moment the debilitating effect of compromise. When a man is engaged in battle to protect his home and his liberty, it ill behooves him to be picking out his prison camp if and when he is captured! It is fitting that we extend the spirit of tolerance toward the right of other peoples to choose their own political philosophies. But it is the height of spineless complacency for us to sit idly by, if we really believe that the democratic philosophy is the true way of life, and allow forces either within and without our country to undermine those institutions that make the democratic ideal possible.—*Dr. Alexander J. Stoddard, Superintendent of Schools, Denver.*

Published in January, March, May, and October, by the
NORTH CAROLINA NEGRO TEACHERS ASSOCIATION
301 Carmel St., Charlotte, N. C.

Entered as second-class matter January 15, 1930, at the post office at Raleigh, North Carolina, under the Act of March 3, 1879

The North Carolina
Negro Teachers Association
is the
Only Professional Teachers
Organization *in the* **State**
for Negroes

Its purposes are definite and achievable.

It maintains a Placement Bureau for teachers which has in its files applications from more than one hundred teachers, and during the current year has placed a number of teachers in good schools.

It recognizes as its first obligation the conservation of the youth of the State.

It advocates equal salary for equal service to every teacher.

It strives to be informing as to all educational movements worth while, both in and out of the State.

It seeks to be a vehicle of thought for the teachers who wish to give expression to progressive thinking.

It seeks the loyal support of the six thousand Negro teachers in the State. It has the loyal support of more than half of the teachers.

We want your support . . . Are you a member!

North Carolina Teachers Record

OFFICIAL PUBLICATION of the NORTH CAROLINA NEGRO TEACHERS ASSOCIATION

VOLUME X

MARCH, 1939

NUMBER 2

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First French Contest Test Is Announced for March 24th

The college and high school sections of the Language Department of the State Teachers' Association endorsed a plan to sponsor a French contest test for the high schools of the State of North Carolina. The first test will be given March 24, 1939. The French departments of all high schools throughout the State are invited to participate, and will find that such a project will be a source of inspiration to all schools, whether large or small, rural or urban.

By means of these yearly contests, the language departments of the Teachers' Association hope to render a service to the high schools through an increase in the interest of North Carolina high school students in the field of scholarship, particularly in the study of French. They hope that these contests will be found helpful to the high schools and that they will prove generally successful this year.

The school officials, whose schools plan to enter the contest, should notify Dr. J. J. Adam, French Department, Johnson C. Smith University, Charlotte, N. C., at their earliest convenience regarding the number of pupils whom they will have to enter.

Attention of the school officials and teachers is called to the following general and special regulations below which will govern the contest:

I. GENERAL REGULATIONS

1. The language sections of the State Teachers' Association will conduct, with the coöperation of participating high schools, a French contest test March 24, 1939, participation in this contest being open to all North Carolina high schools.

2. The contest will be conducted in all cases under the direct super-

vision of the superintendents, high school principals, or teachers in the schools.

3. No student who has already been graduated from a high school shall be eligible to participate in the academic contests.

4. It is necessary for all students to be regularly enrolled in their high schools at the time of their participation in the academic contest.

5. The tests will be forwarded from Charlotte to the individual schools in sealed envelopes, which are not to be opened until the time when the examination is given.

6. It will be necessary in each case that the individual student give a pledge stating that no help has been given or received on the test.

Superintendents, principals, or teachers in charge of the contest will give assurance to the commit-

tee in charge that the contest has been properly conducted and that all of the regulations and conditions pertaining to the contest have been observed.

II. SPECIAL REGULATIONS

1. The high school French contest is intended only for students in second year French who have had no special advantages nor private instruction in the language.

2. The scope of the contest will include: (1) a vocabulary test, (2) the conjugation of several representative verbs, (3) the composing of French sentences illustrating different grammatical points, and (4) a reading test.

3. The individual school will select the best three papers from the total of papers submitted in the local contest and will send these three papers to Dr. J. J. Adam, French Department, Johnson C. Smith University, Charlotte, N. C., by March 30, 1939. The school teacher is expected to score and record the number of errors in each paper which is sent to Charlotte.

4. The papers from the various high schools will be graded by Dr. Adam. Announcement will be made of the three best individual papers in order of excellence, with honorable mention to the next six. Announcement will also be made of the three schools whose three student teams make the best showing.

5. All schools deciding to enter the contest will notify Dr. Adam not later than March 18 of their plan to participate, and will also notify him of the number of students of the particular school who will wish to enter the contest. A small fee of three cents each plus postage is required for each test that is ordered.

● THE ULTIMATE IN SPECIALIZATION: A young doctor returned to the village of his birth and called upon the old family physician.

"I suppose you intend to specialize," remarked the elder.

"Oh, yes," replied the youth, "in the diseases of the nose, for the ears and throat are too complicated to be combined with the nose for purposes of study and treatment."

Thereupon the family physician inquired: "Which nostril are you concentrating on?"—CHARLES A. BEARD in *Journal of Adult Education*.

A Plea for Vocational Education for Negroes In Camden County and In North Carolina

By MILTON CURTIS CALLOWAY

Principal, Rosenwald School, South Mills, N. C.



VOCATIONAL Education is nothing new. Ever since the human race began its long struggle to conquer its environment, manual skill and job knowledge have, in one way or another, been transmitted from man to man and from generation to generation. Every time a new discovery added to the assets of the human race, there arose necessity for diffusing this knowledge in some way and for transmitting the necessary manipulative skill to put it into practice. Even what might be called the usual or customary occupation and processes of primitive men had in some way to be acquired by new recruits and these same occupations and processes had in some way previously to be acquired by those who preceded these novices. All the phenomena of vocational training in modern society have their roots deeply and firmly grounded in the past.

We still have and probably always will have, in modern society, all the forms or kinds of vocational education just described. Most farmer boys still learn farming in a more or less haphazard way from their fathers. At the same time, agricultural schools and colleges are making rapid progress in the systematic teaching of agriculture to increasing numbers. Most girls still learn the duties of housekeeping from their mothers, but organized instruction in home economics has become a recognized part of thousands of college and secondary school curricula. Most workers in industry still learn their jobs by

pick-up methods where observation, imitation and individual initiative are the only means of training. But here, too, increasing opportunities for securing organized training are now being offered by employers, by schools, by workers themselves and by coöperation between these agencies.

Modern conditions require more efficient vocational training. The tremendous expansion of production and the keener competition of modern business require the more rapid and more effective training of much larger numbers of people. In the face of this demand, the ineffectiveness and inadequacy of the pick-up method of training new workers have gradually become apparent. The contributions of science and invention have not only made this tremendous production possible, but in its accomplishments have called increasingly for the systematic training of technicians and leaders in vocational agriculture, home economics and manual training.

There is an actual demand for vocational education. This demand has, in some instances, been ignored by the proponents of training for culture. Carrying a special brief for one form or aspect of education, they have been either unwilling or unable to sense the conditions in modern vocations which make vocational training more necessary than ever before; to realize the rapid growth and extent of the movement for practical education; or to appreciate the demands for it on the part of both employers and ambitious workers. This need for a system of vocational education in

the United States is shown by public sanction and support, by the declarations of employers and of organized labor and by rapid and continuous growth of both public and private vocational training throughout the country.

The national government has, since the Civil War, taken numerous steps for the encouragement and support of vocational education carried on by the states. Under the National Vocational Education Act, approved February, 1917, subsidies are given to the State by the Federal Government for salaries of teachers of agricultural trade, home economics, and industrial subjects, and for the training of teachers in these subjects. The total allotment to the states for these purposes began with \$1,500,000 in the first year, and by a step-rate performance increasing in amount each year, reached a total of \$7,000,000 in 1925-26. The states and local communities provide plant, equipment, and all other operating expenses and at least 50 per cent of all salaries of such vocational teachers. With the aid of this help from the Federal treasury, the states have rapidly developed what are commonly known as the Smith-Hughes schools.

The total registration of 2,613,732 for a period of seven years represents an average of about 400,000 annually. Assuming each pupil attending instruction for the maximum of two years provided in almost all of these schools, this total registration of 2,613,732, when divided by two, shows a total of more than 1,300,000 individual

students attending in struction in these schools during the period.

In addition to federally aided schools, the Bureau of Education gives the following approximate figures regarding vocational schools not federally aided (1919-1920): Students in commercial and business schools, 356,000; in private high schools pursuing business courses, etc., 63,000; in public high schools, including Smith-Hughes students, 1,388,000; estimated correspondence schools, 1,000,000; private industrial trade schools, 50,000; corporation schools, 25,000 in the year 1922. When we include all these groups, we have a total of many more than 2,000,000 persons taking some form of practical or vocational instruction. Agriculture, home economics, and manual training make up a great part of these figures.

All over America today legislative sanction has been given to the use of public moneys for the training of boys and girls and men and women for agricultural, home-making, commercial and industrial pursuits; and the administrative machinery has been established for the earnest promotion and improvement of the work. Virtually every local, state, and national association and employer and business man have gone on record as favoring the establishment and support of vocational training in schools. They have supported everywhere Federal and state legislation establishing such training. At least thirty national associations of employers, supported by their constituent associations, both state and local, are now considering plans for the extensive development of training for the workers in the various occupations, as agriculture, home-making, mechanic arts, business and commerce.

In all our preceding discourse the vocational background and the pressing need for vocational education have been, in some degree, set before us with a reasonable amount of accuracy and good faith. We shall now take a brief view, and of

course the writer's main attempt, of the three major specific fields of the secondary schools as pertaining to vocational education of Negroes. The specific emphasis is placed on vocational education for Negroes in the South, with especial interest on North Carolina and the Rosenwald High School at South Mills, Camden County, N. C. We shall, however, take a clear view of the Negro and his need of vocational agriculture, home economics, and manual training in every area where he is represented in any appreciable number. Since the Negro is more largely connected with these three specific branches of vocational education in the South, we shall deal in a great degree with the problem as it affects him in the Southern States.

Our general problem stated is that more vocational education for Negro boys and girls should be offered in North Carolina. While our specific problem stated is that the State of North Carolina, Camden County and local community should offer agriculture, home economics, and manual training at the Rosenwald High School, located at South Mills, North Carolina. There is a specific need for such a course for the Negro boys and girls who attend and those that might attend Rosenwald High School or any other rural school in the State.

Let us consider, first, the major specific fields of vocational education for Negroes — agriculture, home economics, and manual training — within our institution and without, consider certain influences and probable resultant trends; and outline several fundamental factors which should receive consideration in any present induction pro-

cedure. Table I will illustrate the number and per cent distribution of Negro gainful workers in various occupations for 1930 for the South (U. S. Census, 1930).

Table No. I shows conclusively that the largest number of Negroes fall, as gainful workers, in three distinct divisions: agriculture, manufacturing and industry, and domestic and personal service. Vocational education in agriculture, home economics, and manual training will form a basic training for Negro boys and girls for these after-school occupations. Such training for Negro boys and girls is demanded by our present social order in the United States. Modern education demands that our children be developed for social efficiency. They are expected to fit into society, adjusting it and themselves, thereby improving the vital fabric of our society. They are depending on the educators for this richer environment which vocational education must offer in our schools. The spread of science and machinery into every section of the country, into agriculture as well as manufacturing, demands diversified technical training. We say education is the result of experiences whereby we become more or less able to adjust ourselves to the demands of the particular form of society in which we live and work. This applies very definitely to the education of the Negro. Time and observation have proved that he has great vocational aptitude, adaptation and ability to adjust himself to agriculture, home-making, and all types of manual labor, as well as ability in the cultural curricula.

Table No. II will show some vital facts concerning the Negro in the

(Continued on Page 13)

TABLE I—Southern States

	Number	Per Cent Distribution
All occupations, 1930	4,210,163	100.0
Agriculture	1,945,210	46.2
Forestry and fishing	31,155	.7
Extraction of minerals	60,025	1.4
Manufacturing and industry.....	639,844	15.2
Transportation and communication.....	261,069	6.2
Trade	117,062	2.8
Public service	28,860	.7
Professional	96,832	2.3
Domestic and personal service.....	1,015,776	24.1
Clerical occupations	14,330	.3

The Faculty Member As a Cultural Force In the Negro Liberal Arts College

(Address delivered by PRES. D. D. JONES, of *Bennett College*, before the annual meeting of Association of American Colleges, Louisville, Ky., Jan. 13, 1939.)

IF we accept the point of view that culture is the total of the activities, customs, and beliefs of any group or nation and that, as Parks says, "the attitudes and sentiments, folkways and mores are the warp and woof of that web of understanding we call culture," the importance of having teachers who are a cultural force on a campus is immediately established. How else may the young of our groups and of our nation come to understand and appreciate the culture of a group and determine to perpetuate it unless it is transmitted to them by their elders either in the home or in the school? Into the hands of teachers in our colleges is committed the all-important task of passing on the desirable elements of our civilization, and at the same time they are obligated to work for a "better day." This opportunity gives to all teachers a high responsibility and a place of influence which may well cause us to realize that the place whereon we stand is indeed holy ground.

If the status of the teacher in general is one of high privilege, how much greater is the opportunity and the responsibility of teachers of groups who are disadvantaged? Because Negro college teachers serve such a group, the way of life for them becomes almost an adventure—for not only must they work to understand, appreciate, and pass on the customs and beliefs of the cultural climate in which they and their students live, but they must of necessity seek to integrate their students into the culture of the country and

must work to remove the barriers which their disciples face.

The United States of America is a place where men of many lands have come, bringing their gifts. Here many nationalities are welcome—at least in theory. In some of our great cities there are greater concentration of immigrant peoples of like aim and social habits than can be found in any one spot in the lands from which they have come. These peoples, the young of all groups who have never known, the uninitiated of every kind must come to a recognition of and a common understanding of the ideals and ideas in which our national life is centered. This common point of view accepted by a majority is implicit in our ideal of government.

In a democracy such as ours we take for granted a free flow of culture from one group to another, from one individual to another, from one section to another. No artificial barriers which prevent a common understanding of the aims and social habits of the group are inherent in our democratic structure. Not only do we assume an easy and natural transmission of culture from one group to another, but as Dewey pertinently said, the essence of "culture is the capacity for constantly expanding the range and accuracy of one's perception and meanings." Not merely satisfied with transmission, we teachers are called upon to give broader horizons and new interpretations and keep ever broadening the perspectives of those whom we serve.

In contrast to this democratic theory of the obligations of culture, we are menaced today by the idea of a restricted culture which the totalitarian states assume to be re-

served for peoples of one blood and of a narrow area of the earth. By this philosophy the circle of common understanding is delimited and estopped. Perhaps in our day we shall see a decisive struggle and perhaps the "coming victory" of culture as we understand it in our democratic land—at least you may be sure we Negro teachers greatly desire to become a part of the force which struggles to bring about this victory.

Since one part of an army must of necessity be interested in the skirmishes of the other, allow me to remind you of the difficulties which Negro teachers face when they strive to prepare themselves to disseminate our democratic culture. Colleges, at best, you will doubtless agree, do none too satisfactory a job at turning out persons who are well trained, capable, normally adjusted, and thus fitted to pass on to future generations the best which we have to transmit of mores and folkways, of attitudes and sentiments. Only recently have advanced thinkers come to see that no task that lies ahead of us is more important than the task of securing for all of our colleges persons whose whole personalities have been trained so that they in turn can train men and women as integrated, on-going individuals.

Teachers for Negro colleges are necessarily sought from two sources—first, Northern colleges of our country, and second, from the strictly Negro colleges, most of which are situated in the South. Both of these sources of supply have serious limitations when we remember that we are seeking persons to become cultural forces on our campuses. Let us look at the

situation which Negro students often face in our American colleges. Since my own training was secured as an undergraduate and a graduate student in two of the colleges where Negro students have as few of the limitations as we generally face, and since it is now my privilege to serve in a strictly Negro college, I think I can see clearly the lacks which each type of college has in this matter of training teachers of wide appreciation and understanding. There are elements in each institution which work against our becoming as strong a force as we should like to become in perpetuating the culture of our democracy.

Since we can transmit only what we know and understand, it is worthwhile to investigate for a moment the learnings which prospective Negro teachers get in some of our American colleges. To the credit of these colleges, be it said that most of them make it possible for all students to be instructed by the great minds of America. Many of us count ourselves blessed to have been students of men whose influences on their campuses and in their world was undoubted. To have been a student of Caleb Winchester, William Heard Kilpatrick, or John Dewey makes one know how great a force for culture a teacher may be. The libraries, too, and the laboratories for research are open. But there the free flow of culture stops, sometimes from economic reasons but more often because of social reasons. How can one whose whole experience is on the fringe of a social group ever come to know or appreciate the core ideas which give vitality to the thoughts and actions of that group? Seeing only the ephemeral, the uninitiated is likely to mistake what glitters and shows as the substance rather than the shadow of culture.

Let me illustrate with an experience of another minority group. In one of our great universities a series of exchange meetings was arranged between dormitories. The

authorities felt that there would be value in the exchange of ideas and points of view between students, some of whom were poor, and some of whom were rich, some of whom had come from farms, and some of whom had come from metropolitan areas, some of whom were sophisticated, and some of whom were ill at ease in their first tuxedos. Here, doubtless thought the authorities, was an ideal chance for the transmission from one group to another of culture pattern of the university. The plan worked successfully until the turn came for the dormitory in which was housed, among others, approximately a dozen Jewish men. Then the word was sent abroad that in the exchange no Jewish students would be expected. How could those students be encouraged to be aware of the culture patterns of the university if they were denied one of the very processes set up to disseminate culture? Students thus denied leave our universities sorely hurt and without knowing many of the finer lessons which the colleges have to give.

Many graduates who have had such experiences come as teachers to the campuses of Negro colleges. They teach what they know, but many of the fine points of view they cannot give, being themselves unaware of them. Often these graduates come with egos that have been denied expression so long that their initiative is lessened or their desire for places too excessive. Often such experiences mold highly individualistic persons who are unfitted for a coöperative form of life such as a college campus must have. In spite of these limitations many of our highly trained and successful teachers come from these American colleges.

The other source of supply of teachers for Negro colleges is the strictly Negro college itself. Wissler is authority for the statement that American culture is characterized by mechanical inventions, mass education, and universal suffrage.

On our Negro college campus there are, of necessity, blind spots. For what teacher, however earnest his desire to transmit the culture of our day, can with realism teach that it is characterized by mass education and universal suffrage, when, by and large, these things are so patently denied so many? To be a cultural force in our Negro colleges, faculty members must do an overplus of teaching. They must teach their students what the values of American culture are and how they as a minority group, must adapt themselves to this culture, pending the time when there shall be in truth a free flow of culture from one group to another.

What does the Negro college do for its students, often unaware? What does separation into classes do for people anyway? It makes for isolation and produces a lack of flexibility for unintegrated groups. At the same time it makes for a less rich life for the community in general. Walls and barriers, either real or imaginary, produce sufficient pressure over a period of time to make segregated groups dull and insensitive. The very nature of this pressure applied constantly and insistently is difficult to overcome. It therefore, causes segregated groups to leave the "field of forces" which operate against them. When one tries to resist these "fields of forces," he is often humiliated and embarrassed. It therefore seems more profitable, for the time being at least, for minority and segregated groups in those areas where there is pressure and tension. They go to a narrower sphere of activity where there can be freedom—be this freedom ever so limited. It is obvious that with such conditions it is impossible for minority and segregated groups to profit but from the total culture of the community.

Isolation makes for suspicion and selfish ideals on the part of all concerned. Fear is added to this, and widens the breach. Such a situation results in various forms of

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Wm. Cooper Plans Oil Portrait Gallery of 100 Prominent Negro Leaders

By WALTER SPEARMAN
University of North Carolina

AN oil portrait gallery of 100 North Carolina Negro leaders in education, farming business, law, medicine and other professions—that is the goal of the new five-year art plan of Rev. William Arthur Cooper, Charlotte's famous Negro preacher-painter-presiding elder.

After the painting a book is planned to include reproductions of the portraits and essays showing what has been accomplished in this State by individual Negroes in various vocations. This book, like the painting project, is sponsored by the Division of Cooperation in Education and Race Relations, which means Duke University, the University of North Carolina and the North Carolina Department of Public Instruction.

Seven of the subjects have already been selected and their portraits painted to inaugurate the proposed Gallery of Negro Leaders. They include C. C. Spaulding of Durham, president of the North Carolina Mutual Life Insurance company; Dr. G. E. Davis of Charlotte, executive secretary of the State Negro Teachers association; the late S. G. Atkins of Winston-Salem, president of the State Negro Teachers College of that city; Dr. Charlotte Hawkins Brown of Greensboro, president of Palmer Memorial Institute; the late Dr. E. E. Smith of Fayetteville, founder and president of the State Normal School for Negroes at Fayetteville; Dr. James E. Shepard of Durham, president of the North Carolina College for Negroes; and the late Annie W. Holland of Raleigh, former state supervisor of Negro elementary schools.

Next on the list of prominent negroes to be painted will come farmers, nurses, doctors, ministers, artists, educators and business men—from all parts of the state until the final group of 100 leaders is selected within the five-year period.

Selection of the subjects is made by a committee of seven, representing Carolina and Duke and various Negro organizations of the State. As this committee selects the candidates, Rev. William Arthur Cooper, the artist, arranges to paint the portrait, which may be retained by the subject or presented to some institution for exhibition. The art work is done under the supervision

of Clement R. Strudwick, Hillsboro artist; Miss Louise Hall of the Duke University art department; Mrs. Corinne McNeir of the University of North Carolina art department; and Dr. N. C. Newbold of the State Department of Public Instruction.

Artist Cooper is no novice at painting. Nineteen years ago he took some water colors and a bit of pasteboard to paint a simple picture illustrating the sermon, he wanted to preach to his congregation in Burlington. The church members liked the picture—the preacher liked the paint, so he kept right on practicing. In 1931 his

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REPRODUCTION OF PAINTINGS BY W. A. COOPER

Top row (left to right): Mr. C. C. Spaulding, Dr. C. Hawkins Brown and Dr. E. E. Smith. Bottom row (left to right): Dr. G. E. Davis, "Okella" and Dr. Wm. A. Cooper.

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The Approaching Fifty-Eighth Annual Session of the North Carolina Teachers Association

PLANS are in the making for the Fifty-eighth Annual Session of the Association, which convenes in the Dillard High School at Goldsboro, April 6th, 7th, and 8th.

The general sessions will be held in the auditorium of the Dillard High School and in the same building. Class rooms will be provided for sectional meetings, for the local committees on entertainment and information. There will also be provided comfort rooms for use of visiting teachers. Visiting teachers will come directly to the school, where the local committee on homes will assign them to homes.

At the general sessions addresses will be made by prominent men and women, prominent in their respective fields. Governor Clyde Hoey and Dr. Frank Porter Graham, president of the University of North Carolina, have been invited to speak Thursday evening. On Friday afternoon addresses will be made by Dr. W. E. B. DuBois of Atlanta University and Doctor Thurston of the Home Economics Department of Cornell University. On Friday evening President John W. Davis of State College of West Virginia and Dr. Ambrose H. Suhrie of New York University will address the teachers.

In the Elementary Section addresses will be made as follow: On Friday by Miss Julia Wetherington of the Division of Instructional Service, N. C. Department of Education; Saturday morning Dr. Alethia Washington of Howard University. Miss Irene Sanders of the Department of Music, Hampton Institute will address the teachers on "Music as a Cultural Subject in the Elementary Schools." Also at the general sessions, opportunity will be given for reports

by the chairmen of the Regional District Associations. Brief addresses will be made on behalf of the citizens and teachers of Goldsboro and the Southeastern District in whose territory the meetings will be held. Response to the addresses on behalf of the Association will be made by Dr. Robert P. Daniel, president of Shaw University.

In the halls of the high school will be found cards announcing the numbered rooms for sectional meetings.

Buttons will be provided for those in actual attendance. These must be secured at the desk of the secretary and will be passports to social features, arranged by the local committee on entertainment.

Teachers expecting to attend will please at once write for accommodations to the chairman of Committee of Homes—Miss Charity E. Hatcher, 111 West Pine Street, Goldsboro.

It is earnestly urged that all teachers or units who have not paid membership dues do so at once. This will greatly relieve the rush and confusion at the desk during the days of the meeting, and you will have your cards and receipts when you arrive.

Notice To the Heads of the Various Sections of North Carolina Teachers Association

THE Executive Secretary earnestly urges all the departmental heads of the sections in coöperation with their secretaries to send to this office at once the material for the programs of the approaching meetings at Goldsboro, April 6th, 7th, and 8th.

It is now only a month before the meeting. It takes time and much correspondence to get the program in print, the proof read and corrected, put back into the hands of the printer and printed ready for use at the meeting.

I am sure, you will send material for program so as to have everything go forward in time and in good order. We are expecting a good meeting at Goldsboro. Professor Brown and the local committees are making preparation to give the teachers a royal reception. Let us do our part.

Additions To Membership Roll

Just as we are going to press a letter comes from Prof. J. E. Bryan, principal of the St. Paul School, Robeson County, calling attention to the omission of his school from the regular roll in the October issue.

However, we are glad to say he assumes the responsibility for its non-appearance. He paid for his nine teachers at the Fayetteville District meeting and stated that the names would be sent, but they were not. He delegated authority to some one else.

We are glad to print the names here as worthy to go in the 100 per cent column also:

Mr. R. J. Devone, Mrs. H. H. Wactor, Mrs. Annie L. Highsmith, Mrs. Mildred Ann Houston, Mrs. Lulu B. McManus, Mrs. Sadie M. Currie, Mrs. Hattie McKoy, Mrs. Maggie C. Green.

Doctor Benjamin Griffith Brawley

TIME ever takes its relentless toll from the ranks of men. On Monday, February 6, appropriate services were held in the Nineteenth Street Baptist Church, Washington, D. C., over all that was mortal of Dr. Benjamin Brawley. Time put his sickle into the ranks of the teaching profession and left a vacant place there by the removal of the gentleman, scholar, teacher, preëminent.

Howard University sustained an irreparable loss from the brilliant galaxy of men whose personalities have made that institution famous. We would pause to lay a laurel wreath upon his bier and to pay a tribute to one whose service in his chosen field was most outstanding; one who labored faithfully to help the youth to lift their intellectual horizons.

Many are the objective data by which his worth may be measured, but until we can fathom the depths of devotion and record the heart beats of love and the waves of influence set in motion by his personality, we may not adequately evaluate the contribution made by him through the years of his service to the age.

Dr. Brawley's devotion to the highest order of scholarship was more than mere sentiment. His sensitive mental compass took accurate bearings of education in the stream of time and events and charted for growing adolescents the direction they must take to make real contributions in life.

Walter Hines Page, in making reference to that eminent educator Charles D. McIver, expressed a sentiment equally applicable to this scholarly Negro teacher, equally distinguished in his field; "but when death stalks us and cuts a career short and we must measure the dead man once and for all, we ask ourselves first of all, how true and useful he was to his friends, to his community and to human kind; for that is the highest test of all."

Dr. Brawley lived and moved and had his being in the classroom and on the college forum. Wherever teachers and students were gathered, there his presence was felt and his words cherished.

His thoughts were clear and lucid and were suspended in a menstrum of chaste English. He was so discriminating in the choice of words that there was no mistaking what he intended them to convey.

Beginning his teaching in the State of Florida, he later taught at Morehouse and at Shaw University. From Shaw he went to Howard University where, until his death, he held the chair of English literature.

He spent some time in Africa making a survey of educational conditions in Liberia. Among his contributions to the press are: "The Negro in Literature and Art," "A Short History of the American Negro."

Fifty-seven years is but a short time, but in it he gave much of permanent value.

There is such a thing as the aristocracy of scholarship, it is also true that there is an inherited aristocracy of birth. The following quotation from Maimonides is apropos: "Had they known his parentage they would say 'The father's excellence passed over to the son.'" Dr. Brawley's father, the sainted Dr. E. M. Brawley, was himself a preacher and scholar of no mean ability.

He was the first colored graduate of Bucknell University and received his Master's degree from the University of Kentucky. He thus contributed to his son both blood and scholarly pedigree.

The following lines, it seems to me, describe the philosophy which guided his life:

I would be true, for there are those who trust me;
I would be pure for there are those who care.
I would be strong, for there is much to suffer;
I would be brave, for there is much to dare.
I would be friend to all the poor and friendless;
I would be giver and forget the gift.
I would be humble, for I know my weakness;
I would look up and love and laugh and lift.

NOTES

Attention is especially called to the announcement carried in this issue of the high school French contest to be conducted March 24. Please read carefully.

Prof. I. T. Graham, principal of the Huntersville High School, has called our attention to the omission from the 100 per cent list which appeared in the January issue of *THE RECORD*, of his school.

We regret the omission, which was due in part to the fact that when the payment was made the principal stated verbally the payment was 100 per cent.

We failed to check it. We offer our apology and gladly register Huntersville High School in that list with the following names: Mr. I. T. Graham, Rev. R. L. Moore, Mrs. Marie R. Clark, Mrs. Helen A. Haley and Miss Zetta Sherrill.

The art section of the Teachers' Association is planning an interesting program for its meeting Friday morning, April 7th, from 9:30 to 11 o'clock. Speakers have been selected and there will be a demonstration in art at 10:30 a.m.

We are especially urging all persons interested in art to be present.

It is also requested that all schools sending work get it to the Dillard High School, Goldsboro, by Thursday noon, April 6th.

Address your exhibit to Dr. W. A. Cooper, Secretary Art Section, Dillard High School, Goldsboro.

The Individual Graph Idea

By MRS. A. A. MELTON

J. C. Price School, Greensboro, North Carolina



LAST semester we made use of the Individual Graph Idea in the 5th grade. While the saying "There is nothing new under the sun" may be true of graphs, yet they are stimulating and motivating devices. They make the students conscious, not only of being on their way, but of how far and how fast they travel.

At the beginning of our fall term the children and I planned our work for the whole semester. After reading a story about graphs in *The Study Reader*, by Walker and Parkman, we decided it would be interesting to keep a record of the progress made in spelling. We secured graph paper from the office and each child made a graph with dates so we could check the work each Friday school was in session. These graphs were placed in the pupils' note books. Each Friday

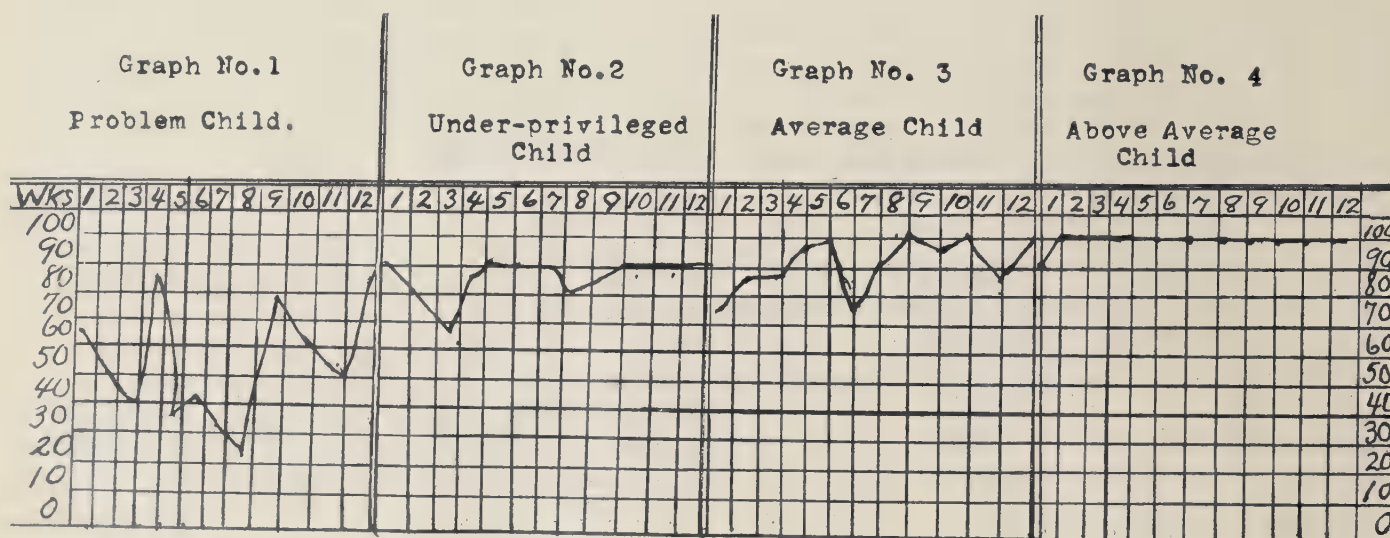
we gave a check-up spelling test on the words studied that week. After all the papers were corrected the pupils placed their records on the individual graph. We then made a class graph which was kept on the bulletin board. The graph on the bulletin gave each pupil an opportunity to know the progress the class was making as a whole, but only the individual pupil knew his or her own progress. This was a matter of a child competing with himself rather than with his classmates.

This graphical presentation of series made the facts and relationships of his spelling progress clear and served as a good device to do better work each week. The following is a composite graph of a superior, average, below average and problem child.

Furthermore, through contact with the home and an understanding of the economic, physical and mental background of each child

the teacher can better understand the results and help the child individually. For example, Paul, the underprivileged lacks food, clothing and books. After provision was made for these necessities he was altogether a different child, he was definitely stimulated and his work shows continuous improvement. Amelia, on the other hand, is from a large family and brought up by indifferent parents. Her progress and retardation can be noted by the sharp rise and fall. In the case of many pupils it stimulated a strong desire to achieve by comparison of their records with the class graph on the bulletin. They realized their progress and failures.

The pupils have asked that we keep a graph for each subject this semester. Of course, it will mean hard work for the teacher, but the important idea is that there can be a distinct gain in interest in subjects and retention of knowledge.



■ IF WE DON'T GIVE *them* our best in their boyhood they will give us their worst in their manhood.

● AN EPIGRAM is a half truth so stated as to irritate the person who believes the other half—Selected.

● THE shortest and surest way to live with honor in the world is to be in reality what we appear to be.—Selected.

Reading Party Unit

By HELEN HOLMES BOOKER

First Grade, Jacksonville School, Greensboro, N. C.

I. Why the unit was chosen:

1. The children of the first grade of the Jacksonville School became interested in reading stories, poems, songs and riddles from books on our reading table while working on a Farm Unit in our room.

2. We have a large number of books on this table. These books are about things that children are interested in.

3. It furnishes supplementary reading for children when they have completed their class assignment.

4. Several children come to our school on the school bus. They get to school very early. They are allowed to read books from this table until the other children arrive.

5. Little children are always anxious for their mothers to see what they are doing in school. They want to share their enjoyment with them.

II. Initial stimulation.

A group of children in this grade had read about a reading party. They expressed their desire to have one as a form of entertainment for their mothers. This suggestion met the approval of the whole class.

III. Objectives.

1. To provide many good books for the children's enjoyment.

2. To develop an everlasting appreciation for good books.

3. To develop freedom of action and expression.

4. To develop the ability to plan and participate in dramatizations and programs.

5. To provide for practice in pronunciation and enunciation.

6. To let the mothers see what good books can mean to children.

7. To interest their mothers to the extent that they will provide

good home libraries for their children.

8. To provide for and encourage creative art and language work.

IV. Development.

1. Several children selected material from books from their home libraries for the party.

2. Some of the children made their selections from books from our reading table.

3. A socialized recitation period was held in order that the children could formulate plans for their party.

4. The teacher wrote the program on the board as the children planned it.

OUR PROGRAM

Song "*Before School*"—class.

Health creed—class.

Short stories read by individual children.

"How to Keep Well."

"How to Grow Strong and Healthy."

Group of songs by the class:

"The Cow."

"Air and Sunlight."

Poems recited by the verse speaking choir:

"The Friendly Cow."

"The Swing."

Dramatization — "The Tidy Angel."

5. Language.

(1) Poems learned:

a. "Three Little Kittens."

b. "The Friendly Cow."

c. "The Swing."

(2) Organized a verse speaking choir (composed of the children, who recited the poems with expression.)

(3) Pupils gave reports on their readings as follows:

LIBRARY

I read about a first grade library. It had many good books in it. It had tables, chairs and bookcases in it. K. C. Satterfield.

THE GIRL WHO WAS NEVER SICK

I read these things about a little girl: She brushed her teeth after each meal. She slept many hours with windows open. She ate fruit, vegetables and drank milk each day. She took baths often. She played out of doors each day. She went to school neat and clean.

Francis Johnson.

The above reports were printed on the board by the teacher and used as a reading lesson.

6. Social sciences:

(1) Several of the children suggested making a library in our room, since we had many tables, chairs and books.

(2) Constructing our library: We began this at once in order to have it ready when our mothers visit our room.

(3) The following activities were recorded:

WHAT THE BOYS DID

The boys made bookcases for our books. They made them out of orange crates. They brought nails to school.

WHAT THE GIRLS DID

The girls painted the bookcases. They arranged the books in them. They arranged the magazines on the reading tables.

WHAT THE TEACHER DID

She guided the pupils in this activity. She made library cards for them to use in checking out books.

7. Arithmetic:

(1) In making the invitations the pupils had to count the number that they were going to invite in order to make enough.

(2) They counted the orange crates used in making this unit.

(3) The books were recorded on charts as they were read, in order to find out which ones were read by the most students.

(4) The children made up stories like this: John read 10 books and Mary read eight books.

—Continued on Next Page

How many more will Mary have to read to be able to say, she read as many as John?

8. Writing.

(1) The children learned to write the names of some of the books that they read.

2. They learned to write their name, so they could sign the library cards and invitations sent their parents.

The form of invitation follows: Mother and Father,

Please come to our reading party. It will be Monday at 1 o'clock. It will be in Mrs. Booker's room.

9. Spelling.

They learned to copy correctly from the blackboard, words that they needed to use.

10. Music.

The following songs were learned:

"Before School."

"The Cow."

"Air and Sunlight."

11. Art.

(1) Children illustrated with drawings some of the things they had read about.

(2) They made cards for their parents by following directions printed on the board by the teacher.

12. History.

The children found stories about the following holidays while collecting material for their party.

(1) Christmas.

(2) Thanksgiving.

13. Physical education.

Story play, "How Animals Get Ready for Winter."

(This was explained in one of the books that they read.)

V. Outcomes:

As a result of the project the children gained:

1. Reading practice.

2. Arithmetic practice.

3. Writing practice.

4. Better use of both oral and written English.

5. Growth in initiative and ability to plan and execute.

6. Increased ability to compose coöperative stories.

7. Ability to use reference materials.

8. The habit of carefulness with books and materials.

9. A desire to participate in the work or play activities of the group.

10. Happiness in the thought that they had been able to plan and execute entertainments for their parents.

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Why Vocational Classes Should Be Taught In Public Schools

By A. J. McKoy

Instructor in Mathematics and Industrial Arts, Greene County Training School
SNOW HILL, N. C.



DURING the four years in which I have been teaching in the public schools of North Carolina, I have been confronted with different problems of life. The main problem which confronts me at present is: What are the boys and girls going to do after finishing high school? We find that the majority of students do not go away to college.

At present I am teaching in the Eastern part of North Carolina, in a school where the high school enrollment is approximately three hundred and the elementary enroll-

ment two hundred. At the end of last school term we had about thirty young people to graduate from our high school department. Out of this number, I can account for only nine who went away to college. What are the masses of students going to do who do not go away to college?

In our curriculum, we should make some provisions for such students. We find some boys and girls who are very anxious to attend a school where they can get home economics, vocational agriculture and industrial arts.

We often wonder why some students are not able to learn algebra,

science, etc., as quickly as do other students. This question can be answered by saying: he doesn't study, he has poor a background, or he is not interested. If a student is not interested in a course, he might as well be dropped from the course, for sooner or later, he will begin to impede the progress of others who are interested. But, just the same, you must do something with this student. What are you going to do? If you will carefully analyze his situation, you will probably find that he is interested in tools and agriculture. Then we should be able to give him a course in vocational subjects.

I now have students whose greatest interest seems to be in industrial arts and whose best grades are in this course.

When teaching a student, you are rounding and shaping his life for the future. Since this is true, I feel that he should be given something which will enable him to make a living.

The State does not appropriate funds for vocational courses, so it becomes our problem to make some provisions so that the child may be able to be helped. I, personally, feel that interest in the child will create means.

In Greene County Training School, we offer all three courses which are very effectively arranged. A course in home economics is offered to the boys as well as to the girls, and vocational agriculture and industrial arts are offered for boys. These classes are operated on hour basis and are offered throughout the high school curriculum.

The majority of our students come from the country and are, therefore, interested in this kind of work. We do have some, however, who can learn other subjects equally as well.

In outlining my course of study, I used a book, "Instructional Units in *Handwork*," by Brown and Tustions. I find this book very interesting and so do the students. They enjoy very much reading about the different tools and different ways of using them.

Each boy in this department is responsible for one project during the year. I help the first-year boys to select their projects, while the second and third-year boys select their own projects. Through this method, they are able to think and develop skill and I can see in what channel their minds are running. If a boy selects an easy project, he will probably select an easy way of making a living, but if he selects one which requires some effort on his part, then he is the man who does not mind working for a living. Each student pays for his own project.

We have made wonderful progress during the past two years, and I am hoping that the time will come when we will have money appropriated by the State to carry on such activities in our high school.

"The best way to learn is by doing."

A Plea For Vocational Education For Negroes in Camden County

(Continued from Page 4)

State of North Carolina (U. S. Census, 1930).

TABLE II—Negro Population, North Carolina, 1930

Total population (Negro)	918,647
Urban population.....	246,237
Per cent urban.....	26.8
Rural Population	672,410
Rural farm	497,496
Rural non-farm	174,914
Per cent rural	73.2
Number of families.....	180,128

This table, No. II, shows that North Carolina's Negro population is rural and rural-farm in nature. It shows, also, that the great mass of North Carolina Negroes are born and live on the farm. It is, therefore, very necessary that they learn the latest scientific instruments, tools and methods that science has developed for agriculture. Again, the governmental reorganization of agriculture demands that the Negro be taught modern agriculture as a means of keeping him satisfied on the farm and to enable him to make a decent living at that which he is best fitted. Too, the rural home life is in the greatest need of improvement and repair. Hence, trained home-makers are needed to sustain the Negro family in ever-present critical social crisis. It is a principle of education that better homes rapidly reduce crime, poverty and disease. This element affects all society, white and Negro. Again, this rural Negro population must not be allowed to be idle. A basic training in manual labor—use of his hands—greatly increases his efficiency as a social being. North Carolina does offer much vocational education to its Negroes, but it must offer more to meet the present demands. The Negro schools, colleges and high schools through-

out the State of North Carolina are extending their vocational education curricula. State Board of Education, county and local communities sanction vocational education and support it.

Rosenwald High School is a Negro school, grades 1-7 and 8-11, located in Camden County, at South Mills, N. C. Camden County is one of North Carolina's one hundred counties. It is a very small county, small population, and is located in Eastern Carolina, between Currituck and Pasquotank counties. The population of the entire county, white and Negro, is about 6,000. The principal industries there are agriculture and forestry and fishing. Education of the county for both white and Negro has lagged behind that of the rest of North Carolina's counties. There are, however, some few counties in the State which Camden County is far ahead of. Negro education has lagged tremendously and sadly, but within the last four years has received more attention than in other years. This has been on account of a more liberal attitude of the present superintendent. The schools of Camden County for Negroes are in a stage of development. To improve the status of the Negro in the county is to raise the general welfare of the whole county.

Let us consider Table No. III for some facts on Camden County (U. S. Census, 1930). All figures are for Negroes.

TABLE No. III

Negro population, 1930.....	2,188
Males	1,099
Females	1,089
Per cent of total population, 1930	40.1
Per cent of total population, 1920	39.5
Voting age, 1930, total 21 years and over	920
Males	465
Females	455
Total 7-13 years.....	457
Number attending school, 7-13 ..	409
Per cent attending school, 7-13 ..	89.5
Total 13-21 (not as recorded by U. S. Census)	70
Number attending school.....	60
Per cent attending school, 13-21 ..	85.0
Number of families.....	393
Per cent rural	100.0
Rural farm	1,683
Rural non-farm	505
Rural population	2,188

—Continued on Next Page

As Table No. 3 has shown by U. S. Census, 1930, for Camden County, it may be seen that Camden County is representative of the whole State from the point of being largely rural. Its per cent of Negro population is higher than the per cent for the State. The State has a Negro population of 33 per cent, while Camden has 40.1 per cent Negro.

The county at present does not offer any vocational education for Negroes. The above figures show clearly that by far the largest number of Negroes are on the farm. Many of these Negroes are leaving the farm for the cities. One reason for this is that they cannot make a living, and one reason for this is that they do not know how to farm in the modern scientific way. They do not have the proper attitude toward agriculture. They learn by a pick-up method and farm in a random activity way. A majority of Negro farmers are not able to follow and participate in a creditable manner in the modern governmental procedures for control and improvement in agriculture. They are not able to take their places in agriculture in a progressive degree. Instead, most of them barely make enough to feed one mule from harvest to harvest, to say nothing of feeding their families and meeting other demands of ordinary life.

The only saviour for the Negro boys and girls in Camden County is the induction of vocational education into Rosenwald High School for the boys and girls of the county. With modern transportation with school buses, this is very practical. A course in agriculture would prepare the Negro boys to work happily in their own county, improve their methods of farming, hog-raising, chicken production, cattle and dairy development, and to make a better living for their families. This would in every indication make for a better citizenship of the entire Negro group. Crime, poverty and disease are rank with not knowing how to do anything.

Again, the living conditions in

these rural homes are the lowest in every nature. The buildings are dilapidated, unpainted, and yards are largely unkempt. Family life is at a low ebb. A course in home economics is the remedy for these conditions. Trained home-makers would improve the health of rural Negro families, teach them the correct foods to eat, proper child care, and firm lessons in home moral character. Many inexpensive repairs to the home could be perfected if only the Negroes knew how. Home economics courses would teach the "Home Beautiful." Let us not forget or overlook the fact that home economics better prepares Negro boys and girls for domestic service. In the field of domestic service we have a large number of Negroes gainfully employed, as shown in Table I.

Manual training at Rosenwald school would give a basic preparatory course for workers, both old and young, who are required constantly to adapt themselves to the flux of modern industrial life, demands which create a corresponding need and right to help in meeting them through opportunities for systematic emergency training when needed. Such a course in mechanic arts and manual training for the boys of Camden County and North Carolina would teach occupational orientation in the broadest sense. This type of vocational education would be adapted to individual differences, aptitudes, attitudes and needs of the Negro boys. Vocational education would be coordinated with the work of other departments of the school, offering some unit courses open for election by any student. It would be integrated with the needs of the State and county. Too, the course would offer activities such as handicrafts and hobbies for leisure and recreational interest.

The lack of money should not be a barrier to the induction of vocational education, since it is federally aided. It is also aided by the Slater Fund and other agencies. The Smith-Hughes and Smith-Lev-

er acts, by law, support to a great measure the vocational education for Negroes.

All that has been said has been directed toward meeting the more immediate needs of Negro children of Camden County through the proposed services at the Rosenwald High School at South Mills, N. C.

The functions of the above stated type of education include development within the individual of his most appropriate abilities and capacities for service in the interests of himself and the society of which he is a part, with the understanding that most efficient service will result from (1) continuous counseling and guidance throughout the process of education, with particular emphasis on vocational choices; (2) comprehensive and effective education in the attitudes, techniques and skills involved in the vocation in which an individual is interested; and (3) the efficient induction of the individual into the vocational service of his choice with a view toward a future career and development of ordinary vocational interest.

In summary, it is easily evident that there is a need for vocational education at Rosenwald High School. The census reports for the Southern States, North Carolina, and Camden County readily show a direct need of the Negro citizenry. One is able to see that vocational education is a workable proposition, used and supported by many states and cities, Federal Government organizations, schools and colleges. In turn, education can realize that such a program would add interest to school work, which is dull drudgery to many misfited boys and girls. It would provide for the many individual differences. Thus, without a doubt, our general attendance would be increased considerably. When the needs of the pupils and of the community are more adequately met, then the school more fully maintains its proper stronghold on the community and is better able to serve the Commonwealth and the Nation.

William Cooper Plans Oil Portrait Gallery of 100 Prominent Negro Leaders

(Continued from Page 7)

canvas, "The Vanishing Washerwoman," was chosen to hang in the Harmon Foundation Exhibition in New York City, where it won honorable mention and high praise from the critics.

Since that time he has won many honors—first prize in portraiture at the North Carolina State Fair, places of honor in exhibitions all over the country, selection of one of his paintings as front cover for an important church publication, selection of many of his paintings to travel over the United States in a collection of the best Negro art of contemporary America, showings at the San Diego and Dallas Expositions, selection to represent North Carolina at the National Exhibition of American Painters in New York, and membership in the American Artists Professional League and the Eugene Field Society of Authors and Journalists.

The prospective book of Negro portraits will not be his first volume either, for "A Portrayal of Negro Life," with reproductions of 27 of his best portraits, was published in 1936. Nearly 2,000 copies have been sold to libraries, museums, schools, churches and individuals, the latest order having come from Durban, South Africa.

While working on his new series of 100 portraits, Rev. William A. Cooper continues to fill his position of presiding elder of the North Charlotte district of the African Methodist Episcopal Zion Church. He lives in his own home just outside Charlotte, where he has a studio which he built himself; and between his visits to the churches under his supervision he finds time to paint lifelike and artistic pictures of the leading Negroes of North Carolina.

Another new job for this busy artist will start soon, for he is to teach a free class in art for Negroes at the Mint Museum in Charlotte each Thursday afternoon. The Museum is extending its facilities

so that talented Negro students of art can use the museum, take advantage of the exhibits and the galleries and also get practical instruction in painting from Artist Cooper, who is to become a teacher as well as preacher and painter.

On the committee to select the subjects for the Cooper Gallery of Negro Leaders will be A. R. Newsome of the University of North Carolina; Howard E. Jensen of Duke University; H. L. Trigg of Raleigh, inspector of Negro high schools; G. H. Ferguson of Raleigh, assistant State director of Negro education; J. W. Seabrook of Fayetteville, president of the Negro State Normal school of that city; John W. Mitchell of Greensboro, director of state farm demonstration work; and G. E. Davis of Charlotte.

Financial arrangements for the painting and later for the published volume are being worked out by C. C. Spaulding of Durham, treasurer; Francis F. Bradshaw of the University of North Carolina; Mason Crum of Duke University; and James Taylor of the North Carolina College for Negroes at Durham.

The Faculty Member as a Cultural Force in the Negro Liberal Arts College

(Continued from Page 6)

anti-social behavior and makes for many evils. This is true in our large cities where carefully restricted areas continue to be the source of crime or in our Southland where similarly restricted areas become the breeders for ill will against society. The strength and time needed to keep up segregated areas could be used in a more fruitful way for the whole community life. Education, with its social implications, should have a free intercourse of communication and experience. It is trite to say that the culture of the total community is superior in every way to the culture that comes from any one group of the community.

From the two sources previously mentioned come our teachers who

must help our students to catch up the cultural lag which they face, and be it said to their everlasting honor that they are working valiantly with the college administrations to improve the accuracy and enlarge the range and meanings of the perceptions of their students.

Now whether you conclude that our situation is hopeful or hopeless will depend upon your point of view. Certainly there can be two points of view. For myself, I prefer the point of view of a young Negro Boy Scout, who went on a camping expedition during the recent Christmas vacation. The first night out the car in which the scouts were riding got stuck in the black, unyielding mud and was finally freed at three a.m. A day later the scouts were accidentally locked out of their cabin, and they were forced to wait for hours in the cold until shelter could be had. To the scoutmaster, the trip was a miserable failure, but the next day one of the scouts said to his father with high glee, "Daddy, we had two adventures—the car got stuck, and we got it out; the cabin got locked, and we finally got it open."

It is my belief that in spite of all handicaps and in the face of many limitations, Negro teachers by and large are becoming increasingly a force of culture on our college campuses. In his introduction to President Gallagher's book, Dr. William H. Kilpatrick, himself a Georgian, says, "The adjustment of the Negro justly and satisfactorily into American life remains as yet a most serious problem. But meanwhile certain of the conditions that originally determined the problem are now changing. Many individual Negroes have made most impressive use of the highest available culture, while the group as a whole has, considering the circumstances, advanced notably."

Many of these teachers have been able to enrich the culture of our country by their contributions. Booker T. Washington's early em-

phasis on vocational education has had its influences throughout America. The works of the late James Weldon Johnson and Dr. R. Nathaniel Dett seem to be permanent contributions to American literature and music respectively. By his work with the products of our Southland Dr. George Washington Carver has benefited himself not at all, but has made our land a better place in which to live. Dr. Carver may well be said to be a forerunner of the Farm Chemurgic Movement now taking shape, which movement promises to turn millions of dollars into science and agriculture. The scholarship of Dr. E. E. Just in the field of biology and Hinton in the field of medicine is well known to scientists. The work being done under the directorship of Doctors E.

Franklin Frazier and Abram Harris of Howard University is gaining significance. "The researches of Charles S. Johnson of Fisk University," says Dr. Howard Odum of the University of North Carolina, "have been appraised as making a major contribution to the whole field and method of social science in the United States."

The task that lies ahead of us as Negro teachers, is first, to see that we have an understanding of the capacity for expansion of our students—that they are familiar with the activities, customs and beliefs of our day, realizing as Parks says that "cultural traits are assimilated only as they are understood, and they are understood only as they are assimilated"; Second, that we determine to ever increase the range and accuracy and understanding of our students, keeping in mind the fact

that they are members of a larger society; and Third, that we work at our task in a realistic manner, taking things as they are and working toward the goal of things as we wish them to be.

Notwithstanding all our efforts, even if we are ever so wise, the effort of acculturation of our students cannot be ours alone. This is a national understanding in which educators throughout America are concerned. It is our mutual task in behalf of all peoples to enlarge the areas of common understanding, to increase the free flow of the commonly accepted points of view and to make real our democratic conception of culture.

One final question often forcefully expressed by the late Professor Giddings comes to my mind: What will happen or is likely to happen if we do not measure up to this opportunity?

★ ★ ★ ★ ★ ★ ★ ★ ★ ★

Poems for Children

MRS. E. OLIVIA NANTON

Crosby-Garfield School, Raleigh

Autumn's Glow

You cannot know the autumn's glow
Unless you're in a woods
Of gayly dancing autumn leaves
Attired in various hoods.

Mrs. Maple chose a dress of red;
While Mrs. Oak has brown,
Mrs. Poplar's golden dress—
The finest in the town.

Mrs. Holly, though very proud,
Has never changed her dress
In spite of all the lovely hues
She thinks that green is best.

But now and then she decorates
Her dress of lovely green
With tiny buttons of scarlet—
And in December she is queen.

Just A Boy

He's clumsy and awkward,
Always in the way
Asking questions the livelong day,
Teasing, nagging, just for fun;
Working, playing
Always on the run.
Fighting, crying, tears of regret
Over the things
He failed to get.
Loving, hating, soon forgetting
Wrestling, scouting,
Soldiering, betting.
Racing, winning, a hero at last—
Gee, he's reaching manhood fast.

On to **GOLDSBORO...**

The North Carolina
Negro Teachers Association

Will Hold Its

Fifty-Eighth Annual Meeting

in **GOLDSBORO**

April 6th, 7th, and 8th, 1939



General Sessions and Group Meetings

held at

DILLARD HIGH SCHOOL



Every teacher is urged to renew membership at once. The Association can only go forward, unhampered, through the loyal support of every teacher. Membership and Teachers Record cost each teacher less than two cents per week.

SHAW UNIVERSITY SUMMER SCHOOL

RALEIGH, N. C.

An Integral Part of the University

First Session, June 5 to July 14
Second Session, July 17 to August 25
1939

Under the Supervision of the Division of Negro Education
State Department of Education
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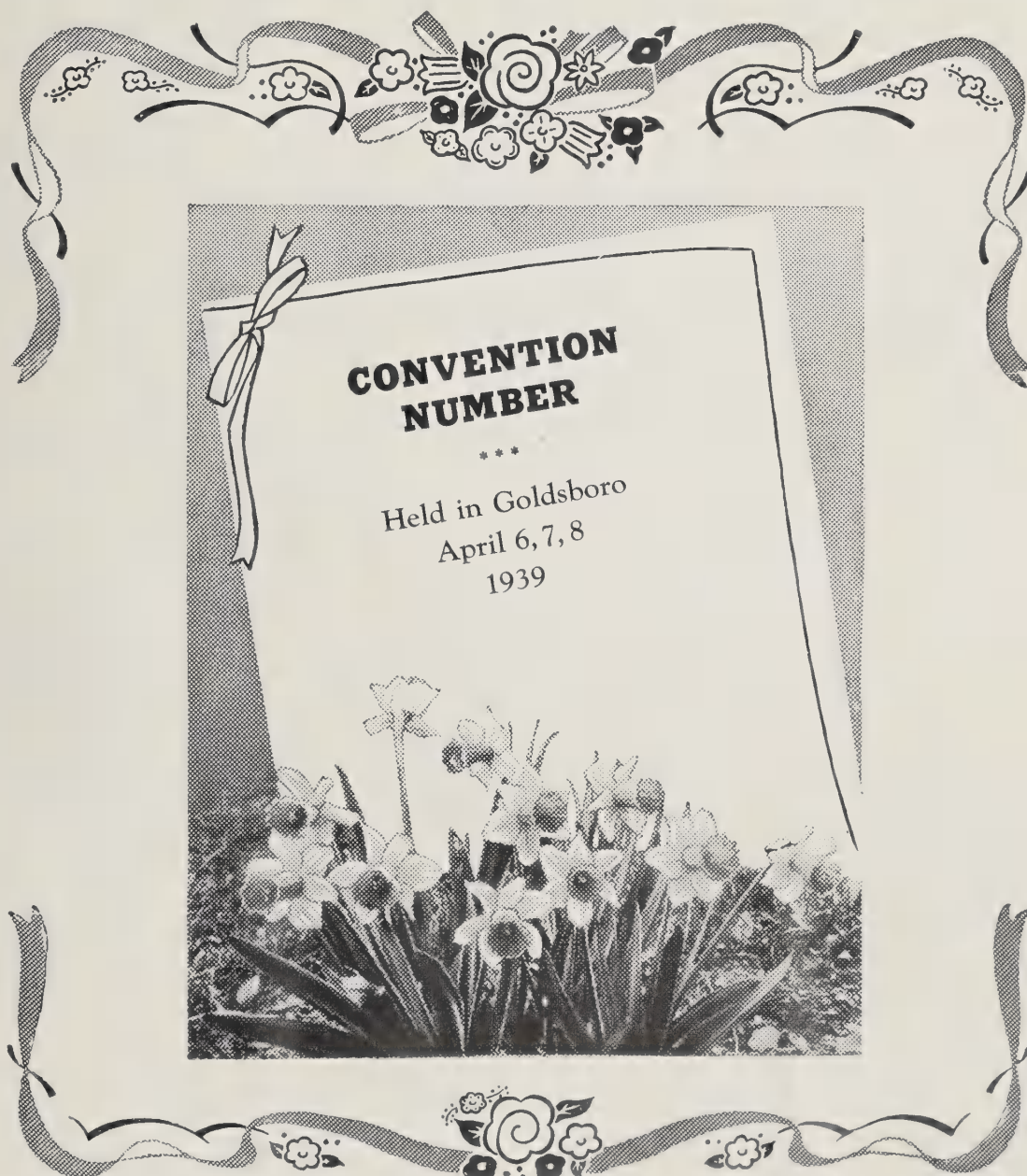
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Official Publication of the North Carolina Negro Teachers Association



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Extract From an Address Delivered at the Recent Meeting of the
North Carolina Teachers' Association

By DR. AMBROSE L. SUHRIE

Professor of Teachers-College Education, New York University, New York, N. Y.

A Democratic School System

May Be Defined As One:

- (1) which earnestly endeavors to serve the educational needs of all the children of the commonwealth with equal fidelity—regardless of race, of location, of economic or social status, of native ability, or of vocational destination;
- (2) which magnifies the relative importance of competent leadership in local school systems as contrasted with unduly expensive buildings and unnecessarily elaborate equipment;
- (3) which regards no administrative or supervisory leadership as truly competent unless it is genuinely democratic in spirit, coöperating as wholeheartedly with the humblest member of the teaching staff as will the most powerful official supervisor;
- (4) which concerns itself more fundamentally and persistently with the improvement of pupil-teacher relationships than with further refinements of organization and of administrative and supervisory procedures;
- (5) which provides for all pupils of all age levels:
 - (a) administrative officers who are young enough in spirit to find fellowship with children and youth and who are as much concerned to understand as to control them;
 - (b) a faculty composed of persons who are as willing to learn as they are to teach, and who, because they are agreeable companions, are on their way to becoming effective counsellors;
 - (c) a teacher in each individual classroom who is able to coöperate as effectively with each and every member of his "flock" as with his teacher-associates and his official superiors, who respects the individuality of every child as a thing inherently worthy, regards distinctive individual differences as potentially significant for "the enrichment of the common life" and strives so to organize the group and so to direct its energies and its activities that all may be of assistance to each and each to all;
- (6) which is so dominated by the desire to share privileges and opportunities—so controlled by the spirit of mutual helpfulness—that its teachers assume leadership only on occasion that its pupils are encouraged to assume it often, and that its teachers and its pupils are students together always; and
- (7) which somehow, and in spite of all difficulties, makes each local school an ideal republic and each classroom group within it a true democracy.

North Carolina Teachers Record

OFFICIAL PUBLICATION of the NORTH CAROLINA NEGRO TEACHERS ASSOCIATION

VOLUME X

MAY, 1939

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The Elementary School and the Cultural Development of the Community

Address at the Goldsboro Convention by Doctor Alethea Washington,
Professor of Education, Howard University



AN the elementary school so contribute to community life and mores as to help make the community a desirable place for all of its citizens, increasingly a better place for the growth and development of the young and the continuing growth of adults—a place whose institutions, organizations, activities, and daily life in all of its varied phases, combine to foster and forward that continuous integrating of each individual that is the basis of the “good life”? This is not an easy question to face nor to answer, for it involves placing the burden of helping to shape the community on the shoulders of an institution for young children, in the face of our knowledge that older and sometimes subversive social, economic, and political forces are constantly at work, consciously and intangibly shaping the culture of a given community.

The question is most timely for consideration by a group of teachers, for current educational literature insistently calls attention to the social responsibility of the school, and current educational practice presents many examples of projects which reflect the ever-increasing nation-wide emphasis on integration of school and community. For instance, in a single issue of *Progressive Education*, February, 1938, attention is directed to:

1. Community projects at the Lincoln School, New York City.

2. The community-building program conducted by the Misses House and Cooley at the Penn School on St. Helena Island, S. C.

3. The combined educational and community program sponsored by the Farm Security Administration

at Penderlea Homesteads, Willard, N. C.

The scores of community projects under Federal administration such as those at Arthurdale, West Virginia; Hightstown, New Jersey, and Woodlake, Texas.

5. Community schools such as the Martha Berry School in Rome, Ga., the John C. Campbell Folk School, at Brasstown, N. C., and the Ellerbe School, at Ellerbe, N. C.

These examples may be regarded in some quarters as special activities, or experiments, or as projects suitable for frontier schools, and not as ways of life for the average or typical rural and urban school. Hence, if we are to be helpful, our answer to the question raised must be one that clearly defines the community function of any and every elementary school, not merely in terms of what other schools, here and there, are doing, but more fundamentally in terms of present educational theory, of the recognized task of the elementary school, and of the demands of child-life on the elementary level. To these three sources, then, we shall turn for an answer.

With some justification there are those who take the position that the young child, under the guidance of his institution and the teachers therein, should be merely the recipient of community culture—that the days of his immaturity should be spent largely in becoming acquainted with the group mores; and that, therefore, his teachers might profitably and properly busy themselves in exploring what community culture can contribute to the work of the elementary school. This point of view is partially responsible for the many curriculum activities which use the child's environmental experiences

as sources for educative materials; for the disposition these days to break down the walls of the school-room and thereby permit the school to flow out into the community; for the efforts to have an unending stream of community dwellers come to the school, each laden with gifts—ideas, facts, services, appreciations, attitudes, ideals—for the consumption and benefit of the elementary school child. Thus, current practice makes it possible for the elementary school to receive and use all the good that the community has for its growing young; the school serves as a channel through which community culture is transmitted.

The question that we face, however, is whether there can be and should be a return from the school to the community—not after the child reaches high school or adulthood, but while he is still in the elementary school? Our attitude on, and answer to this question dig deeply into the heart of our educational theory, and are, therefore, fundamental in importance. For an elementary situation that sees itself solely or largely as the recipient of community good harks back essentially to the passive notion of education, with its philosophy of education as preparation for the future and its psychology that permits a passive learning process. Recent educational theory, however, views the organism as vital activity, potentially capable of remaking its environment. The environment is seen as giving meaning and direction to the undefined, uncoordinated ways of activity. Hence, education consists of presenting situations to the child to which he will react and thus make over. This position calls for an active child and an active environ-

ment; it points out that the organism does not become individual except in the social medium, and that society (in turn) realizes itself by means of the individual. The function of education (on any level) is to bring about an integrating between the individual and society. The end isn't foreseen at any stage, for there is constant reconstruction and constant reorganization of both the child and his environment. Education, then, becomes a constructive, creative, limitless process for the individual. It is active in every sense.

The social ideal of democracy, under which all of our institutions function, also has educational implications that are pertinent to our answer. Democracy is seen as a way of life characterized (1) by a progressive social order, seeking through associative living the highest good of its individual members, and (2) by a unique individual who finds his highest good in serving the group, and in contributing to group progress and human welfare in general. Briefly, then, education in a democracy is designed to produce a social individual capable of continuous growth in the direction of social aims. Thus, from the double standpoint of an acceptable philosophy and an acceptable psychology, we are compelled to see the child, even the young child, as one who receives from society, and likewise as one who must be guided to contribute to society, and to find his highest good in so doing. Hence, it becomes mandatory upon the present day elementary school so to organize its work and guidance process that its pupils make a continuous and increasingly fruitful contribution to community culture.

What answer is furnished by progressive students of elementary school tasks and functions? Briefly put, such experts lead us to conclude with them that one of the most important functions of the elementary school is to change the "pupil from a mere individual into an intelligent citizen or member of

society." This purpose (we are told) may be partially accomplished through "teaching and direction of the individual's association with other pupils." It may and must be further advanced through a community-centered elementary school which "deals with the child in connection with his social background, and in relation with all the forces, disruptive as well as constructive, that contribute to his education." When the elementary school lives up to its social responsibility, it accepts as its job a vital interest in all conditions in the community that affect the people of the community. It conceives its duty to be to survey and study conditions, to supply information, to participate with other constructive agencies, and finally, in neglected areas, to initiate necessary measures for community good.

Of fundamental importance is it that the elementary school recognize that it is the human personality in the social group that is responsible for the group culture—that advances it or causes it to lag. If human ideals, attitudes, and habits need transmutation in order that the culture of the group may be more effective, it is with personality that the school must begin its work; for from personality springs character, and character lays down the foundation of group citizenry. In the early years of the child's life his personality pattern is woven, hence the elementary school is necessarily concerned with stimulating growth in personality, concerned with producing a young citizen flexible in thought and action, and democratic in point of view. In producing such an individual, it is fulfilling one of its chief functions and making its greatest contribution to community life.

If these viewpoints are accepted, we are safe in concluding that it is a recognized task of every elementary school to make constructive returns to its community.

We turn now for answer to our third source: the demands of child-

life on the elementary level. The child comes to his first school high in expectation. He looks to the school to enable him to accomplish his purposes in living in a world he finds interesting and exciting. Woe betide the school that has no organized program of child growth and development to direct the quality of the child's living and learning! Because of the child's eagerness to investigate life and to have some part in it, to discover what people are doing and why they act as they do, the school flows out into the community. Every store, every library, every home, every enterprise constitutes one of its branches. Hence, it becomes the teacher's double task to make classroom and school experiences meaningful sources of living and learning, and likewise to see to it that out-of-school life shall be made educative, constructive, and integrative. This calls for abundant experiences in a child-sized world, many opportunities for community living and thinking at the child's own level, and the chance for the real growth that is the concomitant of participation in and contribution to worthy school and community projects. Hence, again, if the elementary school meets the demands of child-life on its level, it must make provision for community contacts and contributions.

Our brief excursion into educational theory, into the objectives of the elementary school, and into early child life has convinced us, perhaps, that every elementary school should serve its community, not in forced, ephemeral, or artificial ways, chiefly for purposes of exhibition or publicity, but as part of its normal day-by-day program for child growth and development. The practical question that remains is how shall the elementary school perform this task?

Fortunately for us, to some degree the work goes on whether or not we consciously make provision for it—for indirectly and often intangibly, whatever we teach in the school is carried by our thousands

of pupils back into the homes and into the community, there to act as a sort of leaven, and there to work slow changes in habits, attitudes, and ideals. But because there are unreconstructed forces in every community, because many homes are ignorant and indifferent, and because society needs constantly to be reshaped and as rapidly as possible made a better place for all individuals—considerations such as these make it necessary for the elementary school definitely and consciously to function, through its personnel, for community betterment. It must see to it that a given community profits because an elementary school is one of its organized institutions.

Perhaps no specific program can be laid down for each and every school because of differences in schools and communities. Certain broad lines of endeavor, however, will characterize the effort in any elementary school, to wit:

1. Each elementary school principal will make a careful preliminary study of his school and community situation.

2. In the light of his preliminary findings, the principal and his teachers will formulate a coöperative plan, involving the entire school personnel (including the pupils, the parents, and other community dwellers) for a study (a) of the community culture—its finenesses and its weaknesses (due to community lags); (b) of community needs; (c) of contributions the community can and should make to the school; and (d) of contributions the school can and should make to the community.

3. When the facts of such a study are ready for use, each individual of a particular school and community will be in a position consciously to see the possibilities tied-up in each exercise within the school, each playground activity, each phase of home life, and each participation in a community activity—possibilities for personal growth and development, and possibilities for the cultural devel-

opment of the community. When once there is the vision, it will not be too difficult to change possibility into reality.

Thus, when present community culture is seen and understood by the school and community personnel, it becomes the business of the school to see that this culture is understood by the pupils. The process of interpretation, however, must be so handled by the teacher that the child on his level lives community life: analyzes it, finds meanings for conditions, experiences the essentials of community living, and evaluates what he observes and experiences. The child is thus led to build concepts of group life, to acquire ideals and attitudes that fit him for life on his present level, and progressively for life on later levels. He acquires the scientific attitude toward life. Concretely, he helps lift the standard of his community culture through participation in many projects for community betterment: clean-up drives, health drives, beautification projects, agricultural or industrial projects, public safety, activities, etc. But what matters most (what is really vital) is what lies underneath these objective or material evidences. The project may be the thing to the child, but to the teacher and the school the thing of chief concern is what happens to the child's point of view, to his idea of the way community life should be, to his ideals and attitudes in the making. The essential contribution here is not information (as valuable as this may be) nor the external and tangible betterments (as fine as these may be) but rather that there is developed and left with the pupil a point of view as to how community life should be, and a civic readiness to work continuously for the ideal. This viewpoint and readiness are built through the experiences of school

and community life. They involve a sense of coöperation, a spirit of sharing, and a feeling of concern for the best interests of all in the community; and the fine flower of all the activity is an attitude of mind that is democratic. Thus the Elementary School, through the proper interpretation of the life of the community, through giving the child a chance for community living on his own level and thereby developing within him democratic ideals, habits and attitudes, may and should lay the cornerstone for a continuation of the culture on increasingly higher levels. Yes, the Elementary School can and must contribute to community life and culture, and it does so most successfully when it sends forth a social youngster, accustomed to viewing and thinking about his world, quite used to participating in the affairs of that world, and familiar with the idea of helping to reshape it in accordance with his expanding intelligence and enlarging social ideals.

The seriousness of the task, thus initiated by the Elementary School, as well as its supreme challenge is fittingly expressed by Hanna: "Children and youth, millions of them the world over, restless with tremendous energies! Communities, thousands of them from Pole to Pole, embracing the conditions and the materials from which we may create a far more ideal environment for better living! On the one hand, the great energy of youth requiring only a dynamic purpose to make that force the most constructive factor in social progress. On the other hand, cultures rich in potentialities, needing a great constructive force in order to realize the abundant human life which they are capable of providing. To coördinate these two mighty resources—to harness the energy of youth to the task of progressively improving conditions of community life—this is the supreme challenge to educational and social statesmanship."*

● *The strongest principle
of growth lies in human
choice.*—GEORGE ELIOT.

* Hanna, Paul R., *Youth Serves the Community*, N. Y. D. Appleton-Century Co. 1936.

Music a Cultural Subject In the Elementary Schools

*Address Delivered at the Goldsboro Convention by Miss Fannie Irene Sanders,
Associate Professor, Music Education, Hampton Institute, Hampton, Va.*



LITTLE more than a decade ago a sane discussion of music as a cultural subject in the elementary school would have had no place on a program of this kind. Music, still considered a luxury, was always the last subject to be admitted to the curriculum, and the first to be dropped in periods of financial retrenchment. The Fourth Yearbook of the Department of Superintendence of the National Education Association, 1927, contains the report of the National Subject Committee on Music. This report incorporates the best thought of hundreds of teachers, principals, supervisors, and superintendents, and its effect upon music education was profound and far-reaching. The title of the Yearbook is, "The Nation at Work on the Public School Curriculum," and since the date of its publication music has been considered an integral part of every progressive school program. The fact that large numbers of schools maintained their music programs throughout the recent depression years is evidence that music has proven its worth and that educators no longer think of it as an unnecessary frill. With the present emphasis on human values in education, music has indeed attained full stature in the curriculum, and lends itself better than most subjects to present educational practice.

Culture has been defined as "the sum total of knowledge, skill, insight, attitude, and ways of feeling and doing, which has been created by the mind of man. It is that great treasury of intellectual goods which man has accumulated in the adventure of living."

It is then the business of education to make accessible to boys and girls their vast heritage of musical culture, and to provide means of perpetuating this culture through individual and group participation. This participation involves activities in listening, performing, and creating. These activities lead directly toward proper hearing, proper rhythmic response, musical intelligence and musical feeling, all of which are implied in the term musicianship.

In order that the teacher in the elementary school may direct these activities effectively, she must know the principles underlying musical learning. It may be profitable for purposes of example to mention several fundamental ones at this time.

First, with regard to proper hearing: The average child at the age of five years gives as reliable a response to the phenomenon of pitch as an adult. Indeed, the two-year-old child in a musical environment sings nursery songs with charm and with accuracy of tune. The school should provide a musical environment, and a wealth of song material should be used in every grade. Though this is true, it must also be remembered that individuals vary greatly in their ability to differentiate pitch. One child may hear a difference of 1/200 of a tone; i.e., the difference from one to hear the difference of a half-tone, i.e., the difference from one tone to the next, black or white, on the piano keyboard. In other words, one child may be two hundred times as keen in this capacity as another. This factor should always be taken into consideration in permitting children to play on such instruments as the violin and other

strings of the orchestra. These instruments require a keen sense of pitch for their proper execution, and in the hands of the average child they constitute unattainable goals and a means of setting up and developing faulty listening habits. Better choose the piano or some other instrument with fixed pitches.

Second, with regard to proper rhythmic response: Of first importance in this connection is the concept of rhythm as movement. Strict adherence to pulse-beat and arrangement of notes within the pulse before the muscles have learned to coordinate with sound as heard, sets up restrictions that are inhibitory to the movements and relaxations that are the essence of rhythm. The average classroom offers opportunities for some activities leading toward the muscular coordination that is necessary to proper rhythmic response. Rhythm band and activities involving formal dance steps have their place in the music program, but care should be exercised in order that the movements may not become mechanical and stereotyped. Large, free, natural movements involving arms and legs, such as walking, running, marching, skipping, hopping, swaying like trees, stepping high like horses, and dozens of other activities are most desirable for cultivating proper rhythmic response.

Third, with regard to musical intelligence: The three aspects of musical intelligence, melody, harmony, and form or plan, are within easy grasp of the child mind. A concept of the beauty of melody or tune, and some knowledge of the plan of music may be gained in the primary grades, and making har-

mony through the medium of song is one of the most satisfying experiences in the grades four through seven. The term musical intelligence must not be confused with information about music. There are many interesting facts that may serve as associations and connecting links with other experiences, but musical intelligence deals with the music alone. It is the mental grasp of musical structure.

Fourth, with regard to musical feeling: The principle here involved is, that musical feeling is a natural outgrowth of musical intelligence. At the elementary level, music makes its greatest appeal on the basis of associations and suggestions. For instance, children frequently show preferences for music that they have heard at the movies in connection with pictures that they have enjoyed. Music that imitates or describes persons or things within their experience is always very appealing. These responses should be encouraged, as they are legitimate leads to emotional responses at the upper level as of appreciation, which spring from the structure of the music itself, apart from any extrinsic elements.

With these and other basic principles, and the needs of the particular group concerned in mind, the teacher will proceed to the problem of method. How, in the average classroom situation may these goals: proper hearing, proper rhythmic response, musical intelligence, and musical feeling, be approached? This question is best answered in terms of the musical project. Musical projects may range from the singing of the simplest song to the production of the most elaborate operetta; from listening to the playing and singing of a little classmate to listening to the singing and playing of the greatest artists of our time; from playing on instruments made by the class, to performing on programs in the assembly. Any musical activity that has a definite purpose and a definite and worthy outcome is a legitimate

musical project; a project in listening, performing, or creating.

Then, there are opportunities for correlation that may be used by the teacher who, because of her own cultural background, can see relationships of other subject fields to the field of music.

In any discussion of music method, integration deserves a place as a means of guiding the pupils in their discovery of interrelationships between music and other forces in the life of man. For instance, man's increasing power to modify and use his environment through the medium of science is exemplified by his miraculous achievement in the method of production and reproduction of musical sound. Stories of primitive man who was fascinated by the sound which came when he struck two objects together; who experimented with different kinds of objects and to his great delight produced other strange sounds, will stimulate interest in the development of music through the ages and will inevitably result in a finer appreciation of cultural exchanges in the fields of science and music. For today man may hold in the palm of his hand, literally, a magic instrument which at the mere touch of a button brings to his ears the greatest music of all time, sung and played by the greatest artists of our own day.

Music lends itself admirably to progressive ways of subject matter presentation, but artificial integrations should be avoided. There are times when the center of interest is music and at those times the only valid goals are musical ones. Indeed, there are times when quiet listening to beautiful music with no comment from teacher or pupils is most beneficial; when pupils should sing and play music that is entirely of their own choosing; when they may make music at will through the singing of original tunes and the improvising of tunes on some instrument. Someone has said that culture is what remains of the individual when he has ceased to re-

member what he has learned. We can subscribe to this viewpoint if we realize that musical learning is a remaking of musical personality and that the only test of its musical worth is the way in which the individual responds musically when left entirely to his own resources.

This brings us to the matter of individual achievement and our part as a race in American musical culture and in world musical culture as well. Boys and girls in elementary schools should know that Samuel Coleridge-Taylor, an Englishman of African descent, was one of the leading composers of his time; that James Bland, composer of "Carry Me Back to Old Virginia," was a Negro; that Richard Milburn, composer of "Listen to the Mockin' Bird," was a Negro; that Will Marion Cook, composer of "Rain Song" and "Exhortation," ranked high as an orchestra leader and composer of ballads in the early 1900's; that J. Rosamond Johnson wrote light operas for Klaw and Erlanger, music for the revues of Harris and Lasky, Oscar Hammerstein, and other Broadway producers, the popular songs "Under the Bamboo Tree," "My Castle on the Nile," and many others, numerous arrangements of spirituals, and anthems; that Henry Thacker Burleigh, Negro singer and composer, was a pioneer in arranging spirituals, and has been soloist with St. George's Church in New York City for forty-five years and soloist with Temple Emanu-El for forty years; that he has also served on the editorial staff of Ricordi's, a leading music publishing firm; that Dr. R. Nathaniel Dett, conductor and composer, has made an unprecedented contribution to world culture in his oratorio, "The Ordering of Moses"; that William Grant Still, a young Negro composer, wrote the music that best expressed the theme of the 1939 World's Fair in New York, and that his music is now being played, this theme being, "A happier way of American living through a recognition of the interdependence of men, and the build-

(Continued on Page 15)

Report of the Committee On Housing Teachers In North Carolina

By DR. FLEMMIE P. KITTRELL, *Bennett College*
and DEAN RUTH G. RUSH, *N. C. College for Negroes*



THE Committee on Housing of Teachers in North Carolina as appointed by the President of the North Carolina Negro Teachers' Association at the Durham session, April 1938 is indebted to a great many people for their assistance on various phases of this study.

The data used in the study was collected by the committee through questionnaires. The Directors of Summer Schools were most gracious in extending to us time in the schedules which would enable us to administer the answering of the questionnaires by teachers in attendance. The summer schools coöperating in this effort were:

- Johnson C. Smith University, Charlotte.
- Winston-Salem Teachers' College, Winston-Salem.
- A. and T. College, Greensboro.
- Shaw University, Raleigh.
- Fayetteville Teachers' College, Fayetteville.
- Elizabeth City Teachers' College, Elizabeth City.
- North Carolina College for Negroes, Durham.

The tabulating of the data was done by N. Y. A. students in attendance at Bennett College, Greensboro. Special acknowledgment is due Mr. James T. Morton, junior professor of psychology, Bennett College, Greensboro, for the statistical work done on the study and for his direction of students engaged in tabulating results of the questionnaire.

The committee is grateful also to the 1631 teachers who have furnished the information upon which the study is based.

To all others who have aided in any way, the committee offers thanks.

Some unused copies of the questionnaire have been distributed so that you may be able to follow the report as presented.

The preliminary data requested by the questionnaire reveals the following concerning the marital status of 1,618 teachers:

	Number	Per Cent of Total
Single	784	48.5
Married	806	50.0
Divorced	28	1.5

1,618

The number of children per family is significant in that the average number of children per family is .95 and the percentage of married teachers with children is 43%. The number of children per family is far below that of the average American family and even below that of the professional groups. The distribution of 765 children in the families of 347 (married) teachers follows:

No. of Children	No. of Families	Total No. of Children
1	141	141
2	112	224
3	40	120
4	24	96
5	14	70
6	7	42
7	4	28
8	2	16
9	2	18
10	1	10
Total 347		Total 765

In order that we might determine the validity of the data collected, the next group of questions on Teaching Address was included. The answers reveal the following:

Teaching in Rural and Urban Communities		
Teaching in North Carolina and Not in North Carolina		
	Number	Per Cent of Total
Rural	1,068	78.6
Urban	288	21.4
Total	1,356	

	Number	Per Cent of Total
In North Carolina	969	95.5
Not in N. Carolina	45	4.5

Total	1,014	
Teaching at Home or Away from Home		
	Number	Per Cent of Total
At Home	666	59.02
Away from Home	459	40.98
Total	1,125	

The committee recognizes the limitations of the study in that only teachers attending summer schools in North Carolina were reached and that 78.6% of the teachers were at work in rural communities. On the other hand, the committee believes that the findings have value and point the way to continued study of the problems faced by large numbers of teachers in North Carolina.

SUMMARY OF SECTION I ANALYZED

Section I of the questionnaire revealed the following facts concerning the boarding status of teachers:

	Number	Per Cent of Total
Boarding with a family....	833	78
Boarding in a boarding house	23	2.16
Boarding in home for teachers only.....	42	3.94
Boarding in school dormitory	22	2.06
Boarding in a place of some other type.....	39	3.65
Men and Women boarders in same house.....	109	10.02
Total	1,068	

The committee is greatly concerned about the 10 per cent of teachers boarding in places where there are men and women boarding. This is not because it is abnormal for men and women to live together in homes but because there is loss of tenure directly traceable to this type of living condition.

(Continued on Page 12)

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JAMES T. TAYLOR	MISS M. McIVER

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No. 3

Editorial Notes

The teachers of the Wake Forest High School are entitled to first place in these notes—for the reason that, though their fine principal, Prof. L. R. Best, paid for them a 100 per cent membership of \$14.00, he failed to send in the names, as he promised to do later, human fallibility. They are the Misses Ida Garner, Ada M. Ruffin, Mabel A. Lewis, Margaret Smith, Elizabeth Schmoker, Fannie Burens, Mabel A. Boyd, Vearah Graham, Mesdames Doris A. Best, Ethel M. Thompson, Sarah B. Marks, Messrs. L. R. Best, J. A. Tillman and D. H. Keek.

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The editor regrets that much space in this issue devoted to the minutes of the General Sessions, prevents publication in full of the excellent report from the Primary Group. Miss Anne Floyd of the Fayetteville Teachers College, prepared an excellent program and the toy orchestra of Dudley furnished entertaining music for the opening session. Mr. M. B. Williams in presenting objectives of Elementary Science emphasized the thought—Let children be truth seekers. The East End School Glee Club with Mrs. Arabia Bunn Lubin at the piano, sang acceptably two selections. Miss Katie Beth Mills presented a fine discussion on "Activities in the Primary Grades." Miss L. B. Galbraith, Jeanes Supervisor of Cleveland County, is chairman of the section.

* * *

We call attention to an important meeting to be held at the Rockingham High School, beginning at 10:30 a.m., Monday, May 15th. This is an annual feature of the school, it is designated as College Day Programme and stresses as its objectives: (1) to establish a more intimate fellowship between high school and colleges; (2) to inspire the high school student to continue study at the college; (3) to enable students and college representatives to study the relative merits of offerings in the various colleges in the State. Closing the discussion a symposium will

be held on the subject: "What the College Expects of the High School and What the High Schools Expect of the Colleges." Prof. R. Irving Boone is principal.

* * *

The editor regrets that a prior engagement at Bennett College prevented his attendance at a meeting held in the State Capitol on Saturday, May 6th, for the purpose of considering the employment problems of the Negro in North Carolina. Governor Clyde R. Hoey sent out letters to prominent State leaders of both racial groups to be present and more than one hundred persons were present. Lieutenant Lawrence A. Oxley of the National Labor Board, organized an unusually fine programme which was carried out in detail.

Prominent among the addresses made we have only space for reference to the keynote address of Harold L. Trigg, State Supervisor of Negro High Schools for North Carolina. "North Carolina economic problem No. 1, he said, is the undeveloped potential resources of its 29 per cent Negro population—traditionally conceived as having few wants and fewer needs, limited by tradition to low level occupations and below subsistence wage, and forced over to the margin of gainful employment opportunity." His appeal was urgent, logical, forceful and won respectful attention.

Time was, when appeals for social justice for Negroes had to be made vicariously by white friends, but now there are those in our own group, who can intelligently and courageously take our case to the bar of public conscience so logically as to secure a respectful hearing in the open forums of the world.

This is progress. The destiny of the Negro in North Carolina is secure and guaranteed permanent justice in the course of time as long as sponsored by such men of the white group as Doctor Julian Miller, Doctor Odum, Prof. Guy Johnson, Bishop Penick, President Frank Graham and such outstanding colored leaders as Dr. James E. Shepard, Dr. H. L. Trigg, President David Jones, Prof. J. A. Tarpley, President J. W. Seabrook, Dean L. D. Cozart and many others of our group.

We recognize a definite and attainable goal. We also believe that progress toward that goal is by evolution rather than revolution, like the shadow on the dial plate or the heavenly body by which it is marked; and that our progress, though our bark has been buffeted by head winds and has had to do much tacking through cloud and tempest, there has been gain in the stretch.

Yes, Dean Cozart, before the Interracial Commission in Charlotte, and Supervisor H. L. Trigg, in the Senate Chamber at Raleigh, make it clear that no longer is the Negro's "case in equity" without champions conceived in their own loins.

* * *

There is no need for the editor to comment on the fine meeting at Goldsboro, except to say it was perhaps the most harmonious in the history of the association. We have surrendered much space to the excellent report of proceedings by our able recording secretary, Mrs. Lelia B. Yancey. Certainly every line will be read by the teachers who get the RECORD. Let us rejoice that the auditor's report shows no dishonored checks this year. The one we had was taken care of during the meeting and is therefore expunged from the audit.

Minutes of Fifty-Eighth Annual Meeting of N. C. Negro Teachers Association

GOLDSBORO, APRIL 6-8, 1939

FIRST SESSION

The first general session of the forty-eighth annual meeting of the North Carolina Negro Teachers Association was held in the auditorium of the Dillard High School in Goldsboro, with Dr. James E. Shepard, president, presiding.

Meeting opened with the singing of "America" by the audience; invocation by the Rev. B. F. Johnson, pastor of Mount Carmel Baptist Church, Goldsboro, and music by the Glee Club of Dillard High School.

Dr. Shepard presented Mayor J. H. Hill of Goldsboro, who welcomed the teachers on behalf of the city, stating that he regarded the teachers as the State's most important group and Goldsboro was proud to be host to them.

Welcome on behalf of the schools of Goldsboro and Wayne County was extended by Colonel Langston, a member of the Board of Education. Colonel Langston spoke of the fine spirit of racial goodwill existing in Goldsboro and his respect for Mr. H. V. Brown and other Negro leaders. "I am for the teachers now and forever," said he, "for in the hands of the teachers lies the future of the boys and girls, which means the future of the State and Nation."

In his welcome on behalf of the Wayne County unit, Mr. C. E. Thompson stated that the North Carolina Negro Teachers Association has won the respect and support of teachers and citizens because of its constructive program and the inspiration it brings to thousands of classroom teachers.

Mr. C. I. Bland, representing the Goldsboro unit, paid high tribute to prominent citizens of North Carolina, white and colored, who were natives of Goldsboro and Wayne County, and to the present progressive program of education. "It is fitting," he said, "that the North Carolina Negro Teachers Association should meet in Goldsboro, for it was here the first public school in North Carolina was started."

President Shepard, in presenting Dr. R. P. Daniel of Shaw University, requested that Dr. Daniel make his response the address of the evening. After expressing his appreciation for the warm words of welcome, Dr. Daniel gave to the teachers a message both challenging and inspiring. "We of this race, denied many privileges, must have faith in our teachers." He spoke of both the responsibility and opportunity of the teacher as the interpreter of human experiences. He warned against postponement of duty and the danger of becoming static

in the present changing social order. He said teachers may be grouped in three classes: First, the row-boat class—those who feel they can go alone. Second, the sail-boat class—those who realize the need of help from others, but are influenced too much by the way the wind blows. Third, the motor-boat class—finished and filled with power. This power can endure for only a while. There must be refueling, and the annual convention of the Association supplies the fuel to renew the power.

The Dillard Glee Club rendered two beautiful selections.

Dr. Shepard appointed the Committee on Resolutions, asking that this committee in its report make definite statement of the purpose and the policy of the Association.

Committee on Resolutions: Prof. E. D. Mickle, Pres. J. W. Seabrook, Dr. J. A. Cotton, Prof. C. M. Epps, Mrs. Rose D. Aggrey, Mrs. Clara D. Mann, Prof. W. H. Hannum, Dean L. S. Cozart, Prof. Akin, Prof. P. R. Brown, Prof. O. R. Pope, Prof. W. R. Collins, Mrs. J. D. Reid, Prof. H. V. Brown, Prof. H. M. Fitts, Prof. H. L. Trigg, Dean McKinney, Dean Taylor.

Mrs. Aggrey requested that names of teachers who had been teaching for fifty years or more be submitted to members of the committee appointed to give recognition to them. Mrs. Aggrey, Dean McKinney, and Mr. Seabrook compose the committee.

Announcements of programs for following day were made by President J. E. Shepard, who also requested that any matters to be considered by presented to the Executive Committee in its meeting at 12:30 Friday.

Benediction by Rev. Bunn, rector of the Episcopal Church, Goldsboro.

SECOND SESSION

The second general session of the North Carolina Negro Teachers Association was held in the auditorium of the Dillard High School, Goldsboro, Friday afternoon 2:30, with Dr. J. E. Shepard, president, presiding. The meeting opened with music by the Glee Club of the Fremont School and invocation by the Rev. B. R. Richardson, pastor of Shiloh Presbyterian Church, Goldsboro.

President Shepard gave a message from Mr. N. C. Newbold, regretting that he could not attend the meeting because of illness, but expressing his continued interest in the work of the Association. Mr. Henningburg made a motion that a telegram be sent Mr. Newbold. Seconded by Rev. Tuck; carried. President

instructed recording secretary to send message.

Dr. Shepard introduced Dr. W. E. B. Dubois, who addressed the Association on "The Future Control of Negro Public Schools." Dr. Dubois opened his address with the thought that as man develops and becomes a part of organized communities he loses individual control of his destiny, a fact especially true of the Negro as regards the education of his child. "Not only is the control of the Negro school often in the hands of those unfriendly to Negro education, but the Negro child must study textbooks that hold only discouragement for him. The history taught in our schools is a travesty, the effect of which can be overcome only if mothers, fathers and teachers adhere to an ideal.

"The idea of democracy has almost ceased to exist in the South. The local government of most Southern towns is a mystery, not understood by a people who feel they have no part in it. The double school system in the South is not true to ideals of democracy. Democracy comes through education, but somehow the Negro has felt it not necessary to learn the a-b-c of democracy. Adult education, as well as education of the young, is necessary if the Negro advances with the present social changes." The speaker called attention to the opportunity for Federal aid and added the questions: "Should it come, what has the Negro asked for? Will it mean a larger degree of control by the Negro of the Negro schools?"

The Dillard Glee Club rendered the following three selections: "Holy is the Lord," "Be Ready to Put on Your Long White Robe," and "Lord, Hear Our Prayer."

President Shepard introduced Miss Flora B. Thurston, professor of home economics education, Cornell University.

Miss Thurston spoke of the excellent record of the Negro students in the Home Economics School of Cornell, stating that they are always among the leaders and possess a philosophy of life not yet found in other groups.

She discussed home economics, not as a special subject, but as one dealing with family life, which is the very heart of all education. All education must concern itself with the following six points: (1) Personality development; (2) Human relations; (3) Curricula construction to meet changing needs; (4) General education; (5) Adult education; (6) Education for democracy.

Miss Thurston closed her address by stating that few people know what is

meant by democracy. Two contrasting ideas prevail—participation and isolation. "Democracy," said the speaker, "is participation. It does not make sense to have scarcity in the midst of plenty, and poor housing in a land of good homes."

Dr. Shepard called for the report of the Special Committee on Housing of Negro Teachers in Rural and City Communities. The report, showing a study of the subject that was full of information, was given by Dean R. G. Rush of North Carolina College for Negroes. Dean Flemmie P. Kittrell of Bennett College and Dean Rush conducted the study.

Mr. O. R. Pope made a motion that the executive secretary print as much of the report as space would allow in an early issue of THE RECORD. Seconded by Mr. Eppes; carried. Mr. Seabrook suggested that editing of the report be done by Dean Rush and Dean Kittrell. Suggestion met approval of audience.

Announcement of the evening session made by president.

Benediction by the Rev. Bunn.

THIRD SESSION

The third general session of the North Carolina Negro Teachers Association was held in the auditorium of the Dillard High School at 8:00 p.m., with Dr. Shepard, president, presiding.

The program opened with the following musical selections by the Choral Club of Fayetteville Teachers College: "I Need Thee, Precious Jesus, 'Soon We'll be Done With the Troubles of the World.'" "King Jesus is Alistening" was given as response to encore.

Invocation by Rev. B. W. Moncur, pastor St. James A. M. E. Z. Church, Goldsboro.

"There's a Meeting Here Tonight" was sung by the Dillard Glee Club.

In presenting Dr. Ambrose H. Suhrie of New York University, Dr. Shepard stated that he knew of no man better informed or more interested in making more democratic the spirit of the school.

Dr. Suhrie opened his address with these words: "I am interested in million-dollar schools and million-dollar teachers because the public schools at their best appeal to the children even more than do their homes when in the schools there are real teachers. We teach by what we are and very little by what we say. Whatever else the American public school may be, it ought to be a friendly place."

Dr. Suhrie gave several illustrations of the influence of coöperation on the part of parents and teachers upon the lives of the young. "Coöperation," he said, "means to so conduct ourselves that others may work with us. The school will be a better place when teachers learn this. A good school is a place where people of any age may gather to educate themselves and each other with the help of inspiring teachers. In the public school there should be a place

for everybody, irrespective of biological, mental, or social make up."

The Glee Club of Dillard High School rendered the two beautiful selections: "Listen to the Lambs" and "Fare You Well."

Dr. John W. Davis, president of West Virginia State College, addressed the Association on "Some Implications of the Convention Theme." Dr. Davis called attention to some of the changes and the progress of the Association during its fifty years, and paid tribute to Dudley, Price, Atkins, Smith, Aggrey, and others whose wise leadership in earlier years still influences the work of the Association.

"Whatever we may mean by cultural responsibility to the community, we must look for tolerance, understanding, individual development, and adjustment. Education must be carried from the school to the street, to the home," declared the speaker.

Dr. Davis spoke of the present chaotic condition of the governments of the world, the distress of the people, exploitation of minority groups, stating that culture lags, and even democracy is wobbling before the totalitarian states. "There can be no significant progress in America until white and black work together for justice to all," he said. "I want the white man to be turned loose to use his God-given power for the world, but he cannot lead to a higher culture if he stays where he is to hold me down. The Negro teacher must be the loudest exponent of religion, even if he uses it as a personal defense measure. All teachers must catch the beauty of the democratic approach to education that gives to every individual the chance to be trained to the best of his capacity."

Mrs. Rose D. Aggrey, chairman of the Committee on Recognition of Teachers Who Have Been in Service Fifty Years or More, was presented. Mrs. Aggrey read the names that had been submitted, and those present were invited to the stage and presented to the body.

Announcements were made by the president.

Benediction by Rev. Moncur.

FOURTH SESSION

The fourth general session of the fifty-eighth annual meeting was held in the auditorium of the Dillard High School, Saturday morning at 11:30 a.m.

Music by the audience and prayer.

The president called for the report of the auditor. This report was given in detail with a full statement of the financial standing of the Association and expenditures by budget items.

On motion of Mr. Eppes, seconded by Mr. Pope, the report was adopted.

The president, in giving a report of the Executive Committee, first presented the budget for 1939-40, as recommended by the committee. Motion by Mr. McKinney, seconded by Mr. T. S. Johnson, that budget be approved and adopted. Unreadiness by Mr. Hall, question how a new department is created. Dr. Shep-

ard explained. Mr. Hall asked if a larger appropriation could be made to Oxford Orphanage, if some provision could be made for publication of the excellent addresses made in both general and sectional meetings, and if a committee may be appointed to secure more advertising as a means to cover additional expense. Dr. Shepard thanked Mr. Hall for the suggestions, but no motion was made, so original motion was called for and carried.

Dr. Shepard explained that the Executive Committee was asked to consider a change in date for the annual meeting and bring in a recommendation. He gave the committee's recommendations for the third Thursday, Friday and Saturday in March.

Dr. Nelson Harris and others expressed approval of change, as Easter interfered with some church and other activities. Motion by M. Rousen, seconded by Mr. Pope, that new date be accepted. Unreadiness expressed by several, discussions, but no motion for another date. President called for standing vote on motion. Motion lost by large majority, with decision that next meeting be held at same date, Thursday, Friday and Saturday before Easter.

Next was the recommendation of the Committee for Reëlection of Dr. G. E. Davis as executive secretary. Motion by Mr. Hall, seconded by Mr. Williams. Recommendation adopted.

President read invitation from Fayetteville Teachers College for 1940 convention, with recommendation for acceptance by Executive Committee. On motion of Mr. F. J. Rogers, seconded by Mr. Hugh V. Brown, the invitation was accepted.

The following report was given by the Nominating Committee: President, Mrs. Rose D. Aggrey; vice president, Dr. J. W. Seabrook; recording secretary, Miss Bessie Shields; treasurer, Dr. J. A. Cotton.

For Executive Committee to replace those whose terms expire: Dr. Nelson H. Harris, Mr. C. B. Nixon, Mr. C. F. Pope. President Shepard, as retiring president, automatically becomes member.

Those whose terms expire are: Dean T. E. McKinney, Mr. W. G. Pearson, Dr. J. W. Seabrook.

Nominating Committee: H. L. Trigg, chairman; J. T. Taylor, L. R. Best, F. J. Rogers, O. R. Pope, W. R. Collins, Nannie Boyd Martin, Ada Battle, N. W. Cherry, Maude M. Jeffers, W. B. Wicker.

Report of Nominating Committee unanimously adopted.

Report of Legislative Committee was given by the chairman, Dean McKinney.

On motion of Dean Taylor, seconded by Mr. Rogers, report was adopted.

President called for report of the special committee appointed to meet with a committee from the North Carolina Education Association. This report was given by Mr. H. L. Trigg, chairman of the committee. Other members are Dean Taylor, Mr. M. W. Akin. President Shepard read a letter from Mr. B. L. Smith in connection with the work of

this committee and requested that this committee continue its work, with the addition of himself (Dr. Shepard) as a member. Request approved by body.

Mr. J. T. Doles made a motion that the Association go on record as endorsing teacher retirement. Dr. Shepard explained that the Committee on Resolutions had this for consideration.

Report of resolutions called for and given by Mr. H. M. Fitts. (See Resolutions.)

Motion by Mr. Hayes, seconded by Mr. Williams, that resolutions be adopted as whole. Also that they would be printed in THE RECORD and given to the press.

Unreadiness by Dr. Cotton, who raised objection to section calling for an addition of fifty dollars to the budget for free social affair at the next annual meeting. Discussion from several members. Dr. Seabrook requested that it not be considered for the 1940 meeting in Fayetteville.

Mr. Hall restated his motion to read that the report be adopted with the exception of the section in question. Motion carried.

President Shepard presented the new president, Mrs. Rose D. Aggrey, who in words appropriate expressed her appreciation for the honor done not only to her, but to the elementary teachers, who represent a large per cent of the membership, and also the recognition given the womanhood of the Association.

On motion of Mr. Eppes, seconded by Mr. Rogers, Dr. Shepard was elected delegate to the American Teachers Association, which meets in Atlantic City, July 26.

Mr. Hugh V. Brown expressed the pleasure of the citizens of Goldsboro and Wayne County for having had the honor of serving as host to the convention.

Benediction by Dr. J. A. Cotton of Henderson.

RESOLUTIONS

The North Carolina Negro Teachers Association, Goldsboro, N. C.,
April 8, 1939

Federal Aid to Education

The North Carolina Negro Teachers Association hereby goes on record as favoring Federal aid to education as the only practicable means in sight to afford an approach to equality of educational opportunity for the children of our nation. It is of the opinion that Senate Bill 1305 embodies provisions acceptable to the majority of the American people.

Teachers' Salaries

The finger of scorn has been pointed at America from across the waters. Even from some of our Southern American neighbors are heard whispers of doubt as to the efficacy of democracy and questionings of our sincerity and wholehearted adherence to the principles and ideals of our founding fathers. It is the belief of this Association that no better proof could be given to the world of

our faith in democracy than for the Southern States, led by North Carolina, actuated by their own inner sense of right and justice, to give equal educational and economic opportunities to all children found within their borders. A major step in this direction would have been taken if they would declare to the world that henceforth the teachers of these children will be paid upon the basis of their preparation, efficiency, and the service they render, and not upon the basis of the color of their skins.

Specifically, the Association earnestly petitions the State School Commission to consider favorably the recommendations of the liberal and statesmanlike commission authorized by the Legislature and appointed by the Governor, and immediately bring the salaries of Negro teachers nearer to the State standard salary scale.

Commissions

Only a few years ago the Governor of this great State appointed a commission to study and report upon Negro education in North Carolina. Later, the Legislature of 1937 authorized another commission, which was appointed from the legislative personnel by His Excellency, Governor Clyde R. Hoey. The recommendations of these two commissions showed far-sighted statesmanship and deep understanding of the obligations of a democratic State to all the children within its borders. The recommendations of these commissions are liberal and progressive, but at the same time they are practicable. The Association expresses gratification with the reaction of the Governor and the Legislature to portions of the report of the legislative commission pertaining to the pressing needs of the Negro population for opportunities to pursue graduate and professional studies. The Association hopes fervently that the promising beginnings in this direction will be carried forward in future years to effective fruition.

It is the further hope of the Association that the other recommendations of the legislative commission, all of which are vital to the security, well-being and progress of the Negro school children, will receive hospitable consideration at the hands of the State educational authorities and future legislatures.

Words of Welcome

The Association voices keen appreciation of the sincere and heartening words of welcome extended on behalf of the civic and educational leaders of Goldsboro. It is highly encouraging to these teachers, who are daily striving to build the ideals and encourage the practices

of good citizenship to know that in our North Carolina communities they have the wholehearted support of the better class of citizens, and that the sentiments of these representative North Carolinians are not only against all forms of lawlessness, but also are positively exercised in behalf of the giving of economic and civic opportunities to minority groups as well as to majority groups, to the under-privileged as well as to the most favored elements of our population. The unstinted financial and moral support given by the majority racial group of our host city and to the recently established community center for Negroes supplies a pattern for the emulation of other communities in North Carolina.

Registration and Voting

The Association again raises its voice in an earnest plea to the people of the Negro race to exercise their constitutional rights of suffrage and the using of the ballot to place and maintain in office the best men available, and to further the measures which make for better government. The Association especially urges the teachers to take the lead in this matter of the wise use of the ballot.

Future Objectives

Not only the Negro teachers, but all friends of education, are urged to work continually for the following pressing needs of education:

1. Teacher tenure and retirement provisions.
2. The inauguration of the twelfth grade.
3. Better enforcement of attendance laws and the employing of Negro probation officers wherever feasible.

Appreciation

The Association expresses deep appreciation for the fine leadership of the president, Dr. J. E. Shepard, and for the generous entertainment provided by the City of Goldsboro and the County of Wayne under the leadership of Principal H. V. Brown. The Association is grateful to the press of Goldsboro for the full and intelligent coverage of the meetings. In short, Goldsboro as a whole has made a deep impression upon the Negro teachers because of the warm hospitality shown on every hand, led by the teachers of Goldsboro and Wayne County.

Further, the Association desires to thank the speakers on the general and sectional programs for their thoughtful and eloquent presentations.

Respectfully submitted, E. D. Mickle, R. P. Daniel, J. A. Cotton, C. M. Eppes, (Mrs.) Rose D. Aggrey, (Mrs.) Clara D. Mann, W. H. Hannum, L. S. Cozart, W. M. Akins, O. R. Pope, P. R. Brown, W. R. Collins, (Mrs.) J. D. Reid, H. V. Brown, H. L. Trigg, T. E. McKinney, J. T. Taylor, H. M. Fitts, J. W. Seabrook, chairman.

The Association goes on record as commending to the Christian people of the State the work and needs of the Oxford Orphanage.

● "Tell me with whom
thou art found and I will tell
thee who thou art."—GOETHE.

Report of Committee on Housing Teachers in North Carolina

(Continued from Page 7)

SUMMARY OF SECTION II ANALYZED

The physical environment of the teacher is one of the important factors when it comes to her efficiency. We find a few teachers, now and then, who are able to rise above their poorly arranged homes and lack of elementary conveniences, but the great majority of us are not able to do so. We have in our communities in North Carolina a group of teachers who have been educated in our colleges as well as in colleges out of the State. The academic records of these teachers show that they are average and above. The teacher's worth in a community can only be appraised in terms of the recipients—her students and others with whom she has close contact. To look for the worth of a teacher, then, we must look to her students to see how they are developing and making adjustments to life situations.

Section II of the questionnaire, "Housing of Teachers in North Carolina" revealed the following facts:

	Number	Per Cent of Total
Teachers living at home	843	55.50
Teachers living with Principal	30	2.00
Teachers living in home of School Committee Member	97	6.40
Teachers rooming and boarding in same place	507	33.50
Rooming and boarding at different places	39	2.57
Total	1,516	

These figures show that more than half of the teachers interviewed in this study live at home. Approximately one-third of the teachers live and board in the same place. It was found that the remaining one-sixth of the teachers interviewed lived either with the principal, in the home of a committee member of the school board or lived and boarded in different places. No facts were gathered concerning the merits of these different types of living arrangements. Now, that we have

these figures to present you, a further step should be taken to investigate the quality of living (physical, mental, and emotional) that is found in these different types of arrangements.

SUMMARY OF SEC. III ANALYZED

Among some of the standards that we hold for teachers in relation to their housing are these: A separate bedroom for each teacher if at all possible; if this is not possible, then at least a single bed with not more than two beds in a room. Some type of heat should be provided in the bedroom. There should be a living room where teachers can receive their guests. There should be sufficient storage space for clothes and a place where small pieces of laundry can be done.

The facts that were found in this study are far below our standards, particularly when it comes to the bedrooms. Some of the pertinent facts worth our consideration are presented here:

	Number	Per Cent of Total
Single beds	248	16.40
Double beds	1,197	79.00
Three-quarter beds	44	2.90
Cots	27	1.78
Total	1,516	100.08

It was found that approximately one-third of the total number of teachers interviewed shared their rooms either with another teacher, adult members of the family, or with children of the family.

Approximately twelve per cent of the total number of teachers interviewed reported that there was no living room in which they could receive their guests.

Practically all of the teachers interviewed are permitted to do their own laundry work, but 87 per cent stated that they are permitted to do it with additional cost. Sixty-one per cent of the teachers reported that there were no bathroom facilities available.

Room furnishings were provided in approximately 80 per cent of the homes. The questionnaire did not ask for the type of furnishings provided. It is, there-

fore, not clear as to just what these furnishings include.

Various types of heat were provided, and in some homes there were two or more kinds. Heat was available at any time needed to more than eighty per cent of the teachers reporting. It was available morning and night to approximately ten per cent. The great majority of homes used wood stoves. The coal stove ranked next, and then the open fire and furnace.

The light provided in homes consisted of the following in this manner:

	Per Cent of Total (1,415)
Electric	55.50
Gas	1.77
Oil lamp	42.00
Other types	.64
Total	99.91

Eighty-one per cent of the teachers reporting stated that their supply of light was limited.

Diet is most important when it comes to the physical status of the teacher. It was felt that a great majority of the teachers would not be able to define an adequate diet. To get some idea of the type of food eaten the following questions were asked: Do you have fresh fruits and vegetables most of the time? The answer to this question was "Yes" by approximately 80 per cent of the total number of teachers reporting. Do you include at least a glass of milk a day in your diet? The answer to this question was "Yes" to approximately 70 per cent of the total number of teachers reporting. Is your food well prepared? "Yes" was the answer to approximately 80 per cent of the replies.

SUMMARY OF SEC. IV ANALYZED

Section IV is an attempt to determine the cost of food and shelter to North Carolina Teachers. Cost of room and board for those living at home was approximated on the basis of the amount spent for groceries and rent in the family and this cost apportioned to each person according to size of family. The facts as revealed by the data follow:

Distribution of Amount Paid for Room and Board per Month by 743 Teachers:

Amount	Number of Individuals
60	1
55	1
50	2
45	3
40	5
35	3
30	23
25	51
20	134
15	269
10	207
5	37
0	7
Total 743	

The medium amount spent for board is \$17.24. The quartile deviation is \$3.985. The range is \$1.00 to \$60.00.

Cost of room per month for 176 teachers who were not boarding at the same place:

Amount	Number of Individuals
30	1
27	0
24	2
21	0
18	6
15	10
12	9
9	16
6	48
3	71
0	113
Total 176	

The median amount spent for room is \$6.25. The quartile deviation is \$2.32. The range is \$1.00 to \$30.00.

Distribution of amounts paid for board by 76 teachers who are not boarding where they reside:

Amount	Number of Individuals
18	7
15	3
12	25
9	18
6	15
3	8
Total 76	

The median amount paid by these teachers for board only is \$11.50. The quartile deviation is \$2.87. The range is \$3.00 to \$20.00.

Cost of room and board per month for 422 teachers who were living at home:

Amount	Number of Individuals
55	4
50	8
45	2
40	8
35	1
30	34
25	62
20	120
15	72
10	81
5	20
0	10
Total 422	

The median amount paid by teachers for room and board when living at home is \$21.10. The quartile deviation is \$5.72. The range is \$1.00 to \$57.00.

Cost of room per month for 234 teachers who were boarding themselves:

Amount	Number of Individuals
30	3
25	11
20	27
15	59
10	86
5	39
0	9
Total 234	

The median amount paid by teachers rooming and boarding themselves is \$14.00. The quartile deviation is \$3.95. The range is \$3.00 to \$30.00.

Approximate amount spent for food other than regular amount spent for board per month:

Amount	Number of Individuals
40	2
35	1
30	11
25	11
20	20
15	23
10	51
5	185
0	276
Total 580	

The median amount spent for food in addition to board is \$5.34. The quartile deviation is \$3.34. The range is \$1.00 to \$38.00.

The time for paying board:

	Number	Per Cent of Total
Calendar month	143	16
School month	791	84
Total 934		

The following conclusions are drawn from the data given:

(1) Comparative costs of room and board for teachers when rooming and boarding in same place are not significantly different from that of teachers rooming and boarding in different places. The facts do not reveal the relative merits of these living arrangements, however. Further study is needed to determine the quality of the living in each type.

(2) Room rent for those who board themselves is \$14 (median) while for those who room and board elsewhere, the cost is \$6.25 (median). Our data does not reveal that the greater cost is due to the fact that the person is granted cooking privileges though this is probably the case. Further study should reveal if this assumption is true.

(3) For persons living at home, the median cost of food and shelter is \$21.10. This figure would lead us to conclude that the person boarding is not being over-charged. The standard budget would permit the expenditure of 25 per cent of income for food and shelter and this seems to be the approximate proportion paid by teachers in North Carolina.

There remain questions yet unanswered which appear worthy of consideration. We suggest a limited number: Is the board and room of those boarding comparable with that of those living at home? What are the emotional and mental effects of the different types of living arrangements? What are the effects of differences in living arrangements upon the teaching success of individuals?

We, therefore, recommend an enlarged committee to continue the study of this problem of housing. It seems feasible to transfer this study to the Home Economics Section where experts in the field may carry on more detailed analyses.

Respectfully submitted,

DR. FLEMMIE P. KITTRELL,
Bennett College
DEAN RUTH G. RUSH,
N. C. College for Negroes

Education and Personal Adjustment

By CLARENCE E. YOKELY

One of the striking manifestations of present day youth education is the interest in guidance or personnel work. Guidance programs are being increasingly adopted and developed on every educational level from pre-school to university. To my mind their value is arrested by their very adoption. However, it can neither be scientifically established or improved without instruments of precision and research. The evolution of this technique of unsystematic observation of individual differences perhaps began with Plato; however, during the nineteenth century the observation of children became systematic and the twentieth century is resolved to refine the method to meet the needs of youth.

This article is evidence of my justification of a more concerted emphasis on this phase of education as compared with our present "mass development for smartness." Reasons for this comparison are derived from the following: present crime records, the fact that the average individual has three and one-half problems affecting his failure or success, 85 per cent of the people who lose their jobs do so because of the lack of ability to adjust themselves rather than the lack of technical knowledge, the growing rate of persons becoming candidates for hospitals for the "mentally touched" and 85 per cent of *High School graduates must go into some type of employment for life's work rather than continue their formal education.* All of these, and especially the last, are obvious reasons for the affirmation set forth herein.

According to a recent survey by the Public Affairs Committee, Inc., there are twenty-one million youngsters in America between the ages of 16 and 24 and these youths will succeed or fail not so much on the basis of their formal education but on the basis of how well their personal and vocational problems

can be adjusted. According to standardized intelligence test results, one-third of the students who fail in life have above average intelligence but lack the ability to adjust themselves to society and their surroundings. Recently it has become evident that success and happiness in this world depend much more on a good mark in social adaptation than on knowledge.

Since education is for life, it should then be a process of not merely learning something from text books but the acquiring of the ability of being able to live gainfully with our fellow human beings. Such a reality is often disregarded either because of fear or ignorance, but we must admit that the child will submit to denial for love; but if there is no love in return he will not deny himself. Every renunciation must have its compensation. If this fact is constantly disregarded, crime, delinquency, and disillusionment will continually molest our youth population.

Education now tends to be mechanized and teachers lose sight of the fact that the educational process must definitely consider varied degrees of knowledge, background of interests, ambitions and other capacities found in heterogeneous class groups. All these salient points either go to help or hinder those under our guidance to make the necessary adjustments modern life demands. The "teacher load" prevents it, thereby emphasizing the need for guidance programs. Because students fail to perform at accepted rates our present courses demand, we are sometimes over critical and blame them rashly. Often mental disorders are set up among them as a result and they become either nervous, indifferent, rebellious or infrequently downright ill at the thought of school, and teacher. The result?—"Drop-outs" and discipline problems. There is the necessity for adopting instructional technique to the

needs, interests and capacities of the learners. Remember there is no learning without the cooperation of the learner. No more serious negation of the principles of mental hygiene and individual development could be practiced than failure to treat the child as an individual "with a problem" rather than "a problem" within itself.

Sometimes have a real heart-to-heart talk with one or two students individually and get their confidential statement which is usually in this vein. "I would like very much to understand myself. I don't seem to be able to get much out of my work. I study but I usually have my mind on something else I enjoy more." If they could get that help their other work would be of greater benefit and more to the approbation of the teacher. Their questions are: "What have you got for us?" and "What are we to be?" and "What are we to do?" Our age is filled with aimless youth and they are determined to do something, however blindly they are going about it. To the advocates of our present mass educational system the following should be thoughtfully pondered. (1) Though an adult in years and experience, can I yet see and feel and think as a child? (2) Can I show a genuine interest in the interests and ambitions of children? (3) Have my schoolroom years made me a bit harsh and perhaps impatient? and (4) Is my influence one of optimism and confidence? What we need to offer is education that gives opportunity to originate and create with goals that challenge the learners as being achievable and definite.

Children enter school daily full of hopes and fears, desires and frustrations, of worries and joys. Help in solving these emotional problems and re-establishing confidences and affording real inspiration is the challenge to adventurous youth leaders who can give youth a formula for action. It is my firm belief that the school should afford the student some aid in accomplish-

ing these socially useful needs. Parents have failed the students and if the school does, society must pay, and since the school is society's supported institution, I think "the buck" should not pass any further. I advocate a guidance program as the solution which can be defined as *a process of getting individuals into the environment and state of mind for the greatest development to take place*. I do not personally like to advocate drastic changes, yet I do not prefer to go along on the easy assumption that what we are doing is substantially all right. Therefore, I do not put this suggestion forward as the one thing needful but as *one needful thing*.

To do this will require a very careful study of the youth and the place he is to take in life. Recently the famous educator, John Dewey, in a survey, made the following criticism of American teachers: "They don't know enough about their social order," and "They don't like children." This is a quite significant finding which will greatly influence future teacher training at Columbia University. If this is true, ours is a greater challenge. No person on earth can relieve the individual of the responsibility of making a choice of his order of life, but, in the analysis of human interplay, we cannot expect youth to take an adult responsibility at the adolescent age. I don't advocate seeing Johnny through, nor seeing through Johnny, but helping Johnny to see through himself and see himself through.

There are seven points of service in this process that we can give: (1) Get personal data about him and study it. (2) Give him aid and a plan for self-analysis. (3) Get and give youth information about occupations. (4) Give him individual counseling. (5) Place in our curricula definite vocational preparatory courses. (6) Arrange between school and employe a service of placement of students in occupations; and (7) A follow-up and adjustment of him in these occupations.

The normal youth must be expected to cause much trouble for himself and others unless definite provision be made for what in primitive life he has always had—some control of his own living. Since economic security underlies all successful living it is clearly obvious that the acquiring of this security should not be left to chance if youth is to be benefitted by having come under the influence of instruction. Since the secondary school is the one organized institution that supplies society with its majority of citizens, and since this institution already has public respect and confidence, thereupon falls the responsibility of its taking the leadership. Here at William Penn while I am in the midst of a survey of occupational opportunities for Negro youth in High Point I find that we can get the cooperation of industry, business, and school boards if we only show them the real need and advantages of such a procedure. And, too, in personal interviews with students I find that they, too, really appreciate and need such guidance and there are many other things revealed through this project that it would take an entire treatise to explain. We cannot, however, in guiding youth to vocational and personal happiness regard it as a process of taking him at a certain time in his life and after examining him condemn him to follow one vocation unchangingly, but instead urge him to have a definite aim and let it evolve with the demands of society. A program of this kind in our schools will greatly relieve discipline problems and early "drop outs" because as long as the huge mountain of unemployment faces youth and the school offers little or no solution and youth is denied the things every young man and woman wants they will continually be delinquent and problematic. An idle mind is still the devil's work shop, and a hopeless mind is the devil himself. My appeal is that active agencies in the secondary schools establish such a process to

relieve the population of crime, delinquency, poverty and unemployment. These evils can be reduced by reorganized education for personal adjustment and vocational opportunities with which to gain the necessary virtues of life. It has been inferred that the reason so many youth are going to the proverbial dogs is because there is no other place prepared where they may go. Let us accept these challenges that confront American schools, remembering that until youth is served according to his interests, and given the necessary achievable goals towards which to aspire—through our guidance—potential genius will continually be born to blush unseen and continually dissipate its fragrance on the desert air.

Music a Cultural Subject in the Elementary School

(Continued from Page 6)

ing of a better world of tomorrow with the tools of today."

Boys and girls of elementary school age should know that James Reese Europe, W. C. Handy, Duke Ellington, Noble Sissle, and a host of other gifted musicians have been the chief promoters of ragtime and jazz, that music which, though limited in its musical content, is nevertheless a sincere expression of the Negro, and is used by the foremost American and foreign composers in symphonic development at the present time; certainly they should know that the art of Roland Hayes and that of Marian Anderson have not been surpassed in their generation.

There is no phase of musical culture to which the Negro has not made significant contribution. His greatest contribution, however, has been in the realm of song. "Art is the expression of experience, in a form of delightful and permanent, mediating communication." This being true, we may call the Negro spirituals art, and those who made them, artists.

John Tasker Howard in his scholarly book, "Our American Music," says: "And now for the significance

of all this Negro music to America. It has been protested that it is the song of the Negro alone, who represents but a single part of our population. Those of us who are not black cannot share the ownership of this literature with the Negro, because it is characteristic of him; and not of us. The Americanism of Negro song involves questions that are beyond the scope of a book on music. Obviously, Negro songs are nearer our musical comprehension than the savage chants of the Indian.

"There is a universality of appeal about the Negro music that makes it something more than the chant of a single race. The songs are so fundamentally human that

they have already outlived the generation and conditions that produced the oldest of them. As Alain Lock writes in 'The New Negro':

"They have survived in turn the contempt of the slave owners, the conventionalizations of formal religion, the repressions of Puritanism, the corruptions of sentimental balladry, and the neglect and disdain of second-generation respectability. They have escaped the lapsing conditions and the fragile vehicle of folk art, and come firmly into the context of formal music."

"Some feel that the strongest impress of Negro music has come by way of jazz, now the sport of the musically polite. Rather than the naive idealism of the spiritual,

the restless syncopation, the discordant shriekings of the primitive black man, more nearly voice the fever of modern American life. Maybe they do, but all of these are questions that time alone can answer. We know that in America we have the songs of the Negro, some of them his own, and some of them his version of what he has learned from us. If the Negro is American, his songs are American."

Finally, children can assimilate only that portion of our musical heritage which they understand and appreciate. They can contribute to musical culture in direct proportion to their abilities in listening, performing, and creating.

Report on North Carolina Negro Teachers Association

GOLDSBORO, N. C., APRIL 6-8, 1939

April 8, 1939.

North Carolina Negro Teachers Association,
Goldsboro, North Carolina.

GENTLEMEN:—Pursuant to engagement, we have audited the books and records of your Executive Secretary, Dr. G. E. Davis and your Treasurer, Dr. J. A. Cotton, for the period from April 15, 1938, to April 9, 1939, and submit herewith our report thereon in the following form:

Exhibits:	Page
"A" Receipts and Disbursements— Executive Secretary	4
"B" Receipts and Disbursements—Treasurer.....	5
"C" Comparison—Budget Estimate and Expenditures..	6

Our report, as above submitted, is subject to the following comments:

RECEIPTS AND DISBURSEMENTS—EXECUTIVE SECRETARY—EXHIBIT "A"

Cash receipts and disbursements of the Executive Secretary were checked in detail and the bank balances verified by confirmation of the depository. All receipts were properly accounted for and all disbursements properly authorized and recorded. The balance of cash on hand to be deposited, was counted and found to be correct. The composition of the balance in the hands of the Executive Secretary is as follows:

On deposit—Commercial National Bank, Charlotte, N. C.	\$ 547.00
Cash on hand to be deposited.....	1,253.06
	<hr/>
	\$1,800.06

Collections of membership dues have been heavy since the Association met in annual session at Goldsboro, which accounts for the large amount of cash undeposited.

Total receipts for the year under review were \$5,572.00 as compared with total receipts of \$4,772.50 for the previous year, an increase of \$799.50.

RECEIPTS AND DISBURSEMENTS—TREASURER EXHIBIT "B"

Receipts of cash by the Treasurer consisted of \$4,499.00 transferred to him by the Executive Secretary and \$61.76 received as interest on deposits in the savings account. Disbursements consisted of checks drawn in payment of warrants drawn by the Executive Secretary for \$4,491.02 and payment of intangible tax on bank deposits of \$1.11.

All receipts were properly accounted for and all disbursements were duly authorized and recorded.

The composition of the balance in the hands of the Treasurer as of April 9, 1939, is as follows:

On deposit—First National Bank of Henderson, N. C.	\$ 982.48
On deposit—Mechanics and Farmers Bank of Durham, N. C.	2,548.38
	<hr/>
	\$3,530.86

Balances on deposit were verified by confirmation of the depositories. Full details as to receipts and disbursements by the Treasurer are given in the exhibit above referred to.

COMPARISON—BUDGET ESTIMATE AND EXPENDITURES—EXHIBIT "C"

While an estimate of expenditures was submitted for the year ended on April 9, 1939, no estimate of the probable receipts was presented. It is therefore assumed that the estimated receipts for the period would be in the same amount, \$4,900.

The following summary, which presents the results of operation for the year under review, is based upon that premise:

	Expected	Actual	Actual Over Expected
Revenue	\$4,900.00	\$5,572.00	\$672.00
Expenditures	4,900.00	4,669.07	230.93
	<hr/>	<hr/>	<hr/>
Operating surplus		\$ 902.93	\$902.93

GENERAL:

EXHIBIT "B"

The examination of all books and records was made in detail from the original entries. Receipts of membership dues were evidenced by duplicates retained in the file of the Executive Secretary, all of which were properly accounted for.

All disbursements were accounted for by vouchers which were properly authorized and handled. All canceled vouchers were presented for our inspection and found to be in order.

While the bonds of the Executive Secretary and the Treasurer were not presented for our examination, warrants and checks were drawn during the year in payment of the premiums thereon and were properly cleared through the banks, bearing the endorsement of the agents writing the bonds. Bonds in force cover as follows:

Dr. J. A. Cotton, Treasurer.....\$2,000.00

Dr. G. E. Davis, Executive Secretary..... 1,000.00

The books and records of the Association were found to be competently and intelligently kept. All necessary records are maintained to present the essential financial information of the activities of the Association as needed.

It is suggested that each year, when estimates are made as to expenditures for the forthcoming year in the preparation of the annual budget, that an estimate also be made of the probable receipts for the same period.

It is further suggested that in making estimates of expenditures that such estimates be kept well under the estimate of receipts for the same period, in order that there may be a steady increase in the surplus each year, thereby placing the Association in the position to meet such unforeseen contingencies as may arise.

Based upon our detailed examination of the books and records of the Association, our report therewith submitted, correctly reflects the financial condition of the Association as of April 9, 1939, and correctly presents all necessary information as to the financial transactions for the year ended on said date.

Respectfully submitted,

N. G. SMITH.

EXHIBIT "A"

RECEIPTS AND DISBURSEMENTS

DR. G. E. DAVIS, *Executive Secretary*

April 15, 1938, to April 9, 1939

RECEIPTS:

Membership Dues	\$5,454.00
Advertising	73.00
Concessions	25.00
Placement Bureau	20.00

Total Receipts

Balance Cash on Hand, April 15, 1938..... 899.00

Total Receipts and Opening Cash Balance...\$6,471.00

DISBURSEMENTS:

Transferred to Treasurer—Dr. J. A. Cotton.....	\$4,499.00
R. E. Clement, guest speaker.....	40.00
R. J. Maaske, guest speaker.....	10.00
C. L. Brownwell, guest speaker.....	50.00
M. W. Johnson, guest speaker.....	50.00
W. C. Dula, reporter.....	20.00
Protest Fees and Bank Charges.....	1.94

Total Disbursements

Balance Cash on Hand, April 9, 1939

(See below)

Total Disbursements and Closing

Cash Balance

Composition of Cash Balance on April 9, 1939:

On deposit Commercial National Bank,

Charlotte, N. C.\$ 547.00

Cash on Hand for Deposit..... 1,253.06

Total on Hand and on Deposit.....\$1,800.06

RECEIPTS AND DISBURSEMENTS

DR. J. A. COTTON, *Treasurer*

April 15, 1938, to April 9, 1939

RECEIPTS:

From Dr. G. E. Davis, Executive Secretary.....	\$4,499.00
Interest on Savings Account.....	61.76

Total Receipts

Balance on April 15, 1938..... 3,462.23

Total Receipts and Opening Balance.....\$8,022.99

DISBURSEMENTS:

Warrants Drawn by Executive Secretary.....	\$4,491.02
Intangible Taxes on Bank Balance.....	1.11

Total Disbursements

Balance on Hand April 9, 1939..... 3,530.86

Total Disbursements and Closing Balance.....\$8,022.99

Reconciliation of Bank Accounts with Books:

Balance on deposit—First National Bank of Henderson, N. C., as per bank statement.....\$1,017.48

Less: Checks Outstanding—

Check No. 962.....\$10.00

Check No. 963..... 25.00

Total Checks Outstanding.....\$ 35.00

Balance per books..... 982.48

Balance on deposit—Mechanics and Farmers Bank

of Durham, N. C. 2,548.38

Balance on Hand April 9, 1939—See above...\$3,530.86

EXHIBIT "C"

COMPARISON OF ACTUAL EXPENSES AND BUDGET
ESTIMATES FOR THE PERIOD

From April 15, 1938, to April 9, 1939

ITEM:	Budget	Actual	Budget Over *Actual Over
President's Office	\$ 100.00	\$ 100.00	\$
Recording Secretary	50.00	50.00	.....
Treasurer's Office	50.00	50.00	.....
Publication and Mailing			
RECORD	1,200.00	1,230.32	*30.32
Executive Secretary's Office	375.00	331.96	43.04
Executive Committee's Meetings	200.00	85.40	114.60
College Section	50.00	48.00	2.00
High School Section	50.00	57.16	*7.16
Elementary Section	100.00	11.35	88.65
Home Economics Section.....	25.00	25.00	.....
Convention Expense	250.00	283.61	*33.61
Salary—Executive			
Secretary	1,500.00	1,500.00	.....
Emergency	250.00	248.02	1.98
Efland Home	200.00	200.00	.....
Oxford Colored Orphanage.....	50.00	50.00	.....
Art Department	25.00	25.00	.....
Interracial Commission	100.00	100.00	.....
District Organization	225.00	190.20	34.80
Negro Life History	25.00	25.00	.....
National Association Teachers in Negro Schools.....	50.00	50.00	.....
Industrial Arts Section.....	25.00		25.00
Total	\$4,900.00	\$4,661.02	\$238.98

Not Provided For in Budget:

Protest Fees—Dishonored			
Checks	\$	\$ 1.94	\$ *1.94

Intangibles Tax—Bank

Balance

Total

Total Budget and

Expenses

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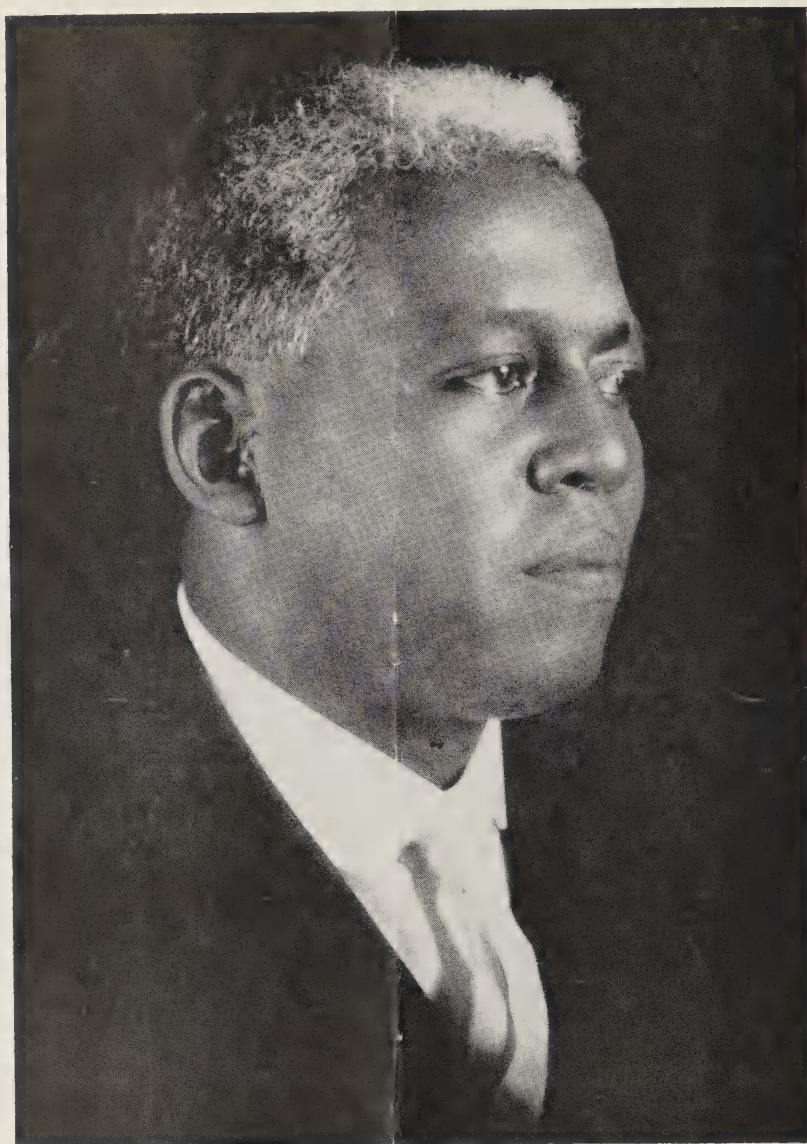
Official Publication of the North Carolina Negro Teachers Association



THALESIA UNIFLORA
(Naked Broom Rape.)

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Entered as second-class matter January 15, 1930, at the post office at Raleigh, North Carolina, under the Act of March 3, 1879.



PROF. J. H. BIAS
Late President, State Teachers College
Elizabeth City, N. C.

North Carolina Teachers Record

OFFICIAL PUBLICATION of the NORTH CAROLINA NEGRO TEACHERS ASSOCIATION

VOLUME X

OCTOBER, 1939

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Membership dues in North Carolina Negro Teachers Association, \$1.00 per year, which entitles each member to four consecutive issues of the NORTH CAROLINA TEACHERS RECORD.

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Address all manuscripts for publication and all correspondence regarding membership, advertising, et cetera, to
G. E. DAVIS, 301 Carmel St., Charlotte, N. C.



MRS. ROSE D. AGGREY, A.M.
President, N. C. Negro Teachers Association

Message from the President of the N. C. Teachers Association

To the members of the North Carolina Negro Teachers Association:

My many thanks to you for the honor which you have conferred upon me. Greetings and best wishes for continued success this year and throughout all the years.

Fifty-eight years of active and carefully organized effort toward improving the educational status of our race through the guidance and service of our own leaders have given to us and developed for us this Association of which, because of its splendid achievements, we are so justly proud.

Enlisted in our ranks from the very beginning have been some of the noblest spirits in all our Southland—men and women whose lives have borne undying witness to the ennobling power of true education and through whose leadership a few scattered units have been welded into an almost marvelous unity, undivided in purpose and endeavor.

Among us today are teachers of various degrees of academic preparation and diversified abilities—teachers who serve in accredited and unaccredited high and elementary schools, many who serve in widely known colleges, no less than hundreds serving in remote and lowly one-teacher schools. All are traveling their different roads, but meeting in one common highway of learning, all having the one noble, underlying purpose of helping to fit each child for reaching the highest and best of which he is capable that he may fill a useful and a worthy place in our society. To such an objective this organization is ever and always committed. For the furtherance of such an objective it yields no second place to any matters of

purely material consideration. The theme of its discussions, the subject of its programs and plans, have all centered around this unchanging aim.

In the more recent years, however, our leaders have felt the urgent need for some wise, concerted effort to secure through State legislative enactment adequate facilities for graduate study here in the State and also an immediate reduction and an ultimate erasure of the wide differential between the salaries of white and colored teachers. For such success in both directions as has been recently achieved, we are deeply grateful. Not enough praise can be given President James E. Shepard for his tact, wisdom, energy and planning. It is generally agreed that our interest in these matters and their emphasis stressed through persistent and tactful effort have been but human and just. The sanity, the vision, the ever-progressive spirit of this Association forbid any cessation of effort until to us is accorded our full measure of justice, equality of educational opportunity and satisfactory compensation for professional service.

Along with these considerations and of far greater importance are the spiritual values upon which must be placed greater emphasis in all our plans and purposes. The deliberate destruction by war of much that is beautiful in human life today places upon everyone who survives a responsibility for holding fast to whatsoever things are lovely and whatsoever things are of good report. If stress on character education were ever needed, now is the accepted time. Despite the salary problem, the over-crowded conditions in nu-

merous schools, despite the serious and conspicuous handicap of shabby buildings and inadequate teaching facilities in so many places, it must be conceded that not all the changes necessary for educational progress and racial development can come through agitation nor as the result of State legislative enactment. The kingdom of the teacher's heaven is truly within himself. Real progress in the essentials of education is within one's own control. Mark Hopkins' log may be rough and small and tremendously inconvenient, but its potentialities as a university are still present.

To gain new insight into our work, to form nobler ideals for teaching, to have an inward awakening that glorifies the task, a manifest enthusiasm that inspires noble service — these aims are possible for every teacher. The Association needs the mobilization of all our deepest spiritual forces for the salvation of our race.

Alchemists of old were zealous in their search for some magic stone which by merely being touched would transmute base metals into gold. Negro teachers must be modern alchemists. Our enthusiasm for character building, our desire to develop pride of race, our all-sustaining, unchanging purpose to draw out the best in every child and to shape and mould that best for the most effective and most dynamic service to humanity — this desire and this purpose will transmute the dull and uninteresting child; it will transfigure the school and transform the teacher. To such a task is the North Carolina Negro Teachers Association devoted. For such an objective we rededicate our plans, our themes, our conferences, our unceasing efforts!

Social Objectives of Teachers Home Economics In Greensboro, N. C.

By GLENICE T. JAMES, M.A.

Home Economics Instructor, J. B. Dudley High School, Greensboro, N. C.



HAVING been a teacher of Home Economics in the high school of the city of Greensboro, North Carolina, for the past nine years, I am quite familiar with the func-

tioning of the department from all angles. In fact, I feel as if I have grown to be a part of the department; that there is a definite place in its pattern for me.

The first question that a new teacher in any field asks herself is, "What shall I teach?" She ponders this question because she is anxious to give to the students and the community the best that is within her, and the question is just how this is to be done in the particular community in which she finds herself. If the Home Economics courses are to be planned to give maximum value to the students, one must seek to link the home life of the student with the school and the community. In the city of Greensboro the Home Economics teachers attempt to contact as many homes as possible, thus getting a slant on the student's home life, on the community as a whole, and by these means formulating a tangible working basis. Having formulated a basis upon which to work, our next job is to plan this work so as not merely to develop skill in the household arts and sciences, but to give the work a specific bearing on the existing society and thus help the group to become a definite part of the culture.

In the high school of Greensboro, North Carolina, we aim to teach the girl to be a home-maker, but not in the sense that when she has mastered the fundamentals of cookery and sewing, her work is complete. Women control the expenditures of a large proportion of the family income, and in order to spend wisely and well, it

seems essential that they should have an understanding of the economic laws that control the prices of the purchases they make. Thus, the girls are taught to cope with the changing economic conditions and to spend the family income intelligently, so that maximum returns are obtained for minimum expenditure.

As Moulton has so well pointed out in his book, "Income and Economic Progress," the problem in the United States is not to produce more, but to sell those things that have already been produced. The State of North Carolina is a productive State, but, as in all other states of the Union, production exceeds consumption. There is a desire to buy, but a lack of funds with which to do so. The average family from which the school population is drawn has only enough money for bare subsistence, and many are even on relief. Financial difficulties are frequently the cause of misunderstandings between father and mother in the home. There is a tendency for such parents to become irritable and in the long run develop into chronic neurotics. The student who learns to spend this meager income wisely makes for a smoother running home, which in turn makes for happy parents, happy children, and in short a happier community or social group.

In our particular situation special emphasis is placed on thrift and saving through the instrumentalities of household budgeting. There is a German saying, "A woman can throw away more with a teaspoon than a man can bring in with a shovel." We as Home Economics teachers are not trying to debate this issue at all. We are merely trying to make this type of woman (if there is such) extinct. The advantages of home-made

clothing over ready-made, the buying of cheaper cuts of meats in preference to more expensive cuts, the advantages of buying foods that are in season, etc., are emphasized from all angles. We attempt to show the student where-in results obtained through economy greatly exceed those obtained through extravagance. There is an attempt to show that a dollar saved is a dollar gained. When the first dollar is saved, it is the desire of human nature to see it grow, and thrift is then practiced with more zeal and enthusiasm than before. As one's saving mounts, it is not long before there comes the realization of the fact that economic security leads eventually to social security.

Home-makers are community builders. The weakness or strength of any community is that of its citizens. One cannot expect a house to be substantial if built of inferior material. In like manner, neither can one expect a community to be at its best if made up of unhealthy individuals. Taken from a broad point of view, the health of the people is the greatest resource and strength of the nation. In a recent study it was revealed that on the average there is one illness per person per year, not considering minor ailments. The whole course of Home Economics as taught in the Greensboro system embraces a healthy living. In the foods classes there is an extensive study made of disease transmitted by food or contracted through lack of essential dietary factors and how to combat them. A few of the malnourished children are taken from the grammar schools and studied as special problems, and through the joint interest of the Home Economics group and the community these deficiency diseases have been lessened considerably. The value

of exercise, sleep, recreation, adequate clothing, personal health habits, and good eating habits based on intelligent attitudes, are also given due recognition from the time a student enters the field of Home Economics until she completes the work. There is an increased amount of attention centered on what constitutes physical as well as mental fitness for marriage and possible parenthood. We feel that by viewing the subject of health from this angle a more successful family life in later years will be assured.

In planning the Home Economics course of study, we do not overlook the fact that the student should be taught something of the importance of the worthy use of leisure time, since in order to be a good parent and citizen one requires time each day for recreation, just as time is allotted for performing the duties of the household. Leisure to know and enjoy the other members of the family, their friends, and people outside the home, often seems of little importance compared with the time for earning the income, cooking, mending and cleaning; but it is quite as necessary if the intellectual and emotional life are not to be crowded out. To the Home Economics girl, housework never means drudgery. It is not that her housework differs in type from that of any other individuals, but she arranges furniture to save steps, makes out a work schedule, follows it closely, plans all household duties beforehand, and accomplishes the same amount of work in half the time of the ordinary housewife. Consequently, she has more leisure for constructive work outside the home and creative work inside of it.

If we use our leisure habitually in activities that merely pass the hours, we are losing valuable opportunities for doing things of permanent value. It is easy to slip into the habit of not planning our leisure, but the Home Economics students realize that without conscious planning we cannot hope to gain the reward that might be ours. They have been taught (and to them it has become an accomplished fact) that all labor and no diversion makes a family one-sided in development, and that the most

New Farmers of America Hold Convention at Bordentown, N. J.

By PROF. S. B. SIMMONS, *Executive Secretary*

THE New Farmers of America held their fifth National Convention at the New Jersey Manual Training School, Bordentown, New Jersey, August 6 through 9. This is a national organization of Negro vocational agricultural pupils in public schools. It was organized in 1935 at Tuskegee Institute, Alabama, and since that time its membership has grown to 53,000 in more than 900 chapters.

The North Carolina Association played a great part in the success of the convention. There were more than 25 chapters and 100 representatives present. The N. F. A.

helpful families are those who manage their daily schedule in such a way that there is leisure as well as energy for active participation in initiating and furthering programs that serve to enhance community betterment.

From what has been set forth in this discourse concerning the teaching of Home Economics in the particular system under discussion, it may plainly be seen that this indispensable type of training does a commendable part toward community building. Home-making may be an unspecialized job or business, but the sooner Home Economics students think of it as a business regulated by economic laws, the sooner it will become a universally efficient business. If the home as an institution is to maintain its social efficiency, the home-makers must see their problems in the light of their effect on community standards, and not as isolated personal problems and standards. Home Economics is one subject which is fundamentally a response to social and economic needs. It deals with commodities that are essential to everyday living and with human relationships as they exist. Home Economics will fail to accomplish its purpose unless taught in terms of the needs of the individuals and the community to whose lives it is to contribute.

Band from Laurinburg was the official N. F. A. Band. The Jordan Sellars Quartette won second place in the national singing (quartette) contest. Leaster Cooper of the Spring Hope High School was the third highest scoring individual in the agricultural judging contest. Lee Allen Yates of the Tri-County School, Bricks, was the second ranking Superior Farmer in the nation for 1939. Dr. C. C. Spaulding, president of the North Carolina Mutual Life Insurance Company, Durham, spoke on the N. F. A. nation-wide radio program in the Hall of Special Events, New York World's Fair, at which time he gave J. W. Smith of Gause, Texas, a one-hundred dollar check. The prize was given by the N. C. Mutual Life Insurance Company. James Liggins of Pleasant Grove School, ranked fifth in the national public speaking contest.

The newly elected officers of the organization are: Jethro Hill Fordyce, Arkansas, president; J. W. Smith, Gause, Texas, 1st vice president; Ferdinand Holmes, Whitehaven, Tennessee, second vice president; Johnson Maner, Allendale, South Carolina, third vice president; Clinton Woodard, Grambling, Louisiana, secretary; Isaac N. Coggs, Muskogee, Oklahoma, treasurer; Clinton Cunningham, Evergreen, Alabama, reporter, and J. R. Thomas, Petersburg, Virginia, national adviser.

The N. F. A. has the distinction of being the largest national organization of any Negro farm group. The organization was spoken of very highly by Claude Barnett, director of Negro Associated Press; Miss Frances L. Murphy of the Afro-American, Walter White of the N. A. A. C. P., Leon Harris, president of the Colored Federated Farmers, Inc., L. H. Dennis, executive secretary American Vocational Association, T. C. Williams, vice principal at Bordentown. He said the convention was, perhaps, the best he had witnessed at Bordentown in the twenty years he had been connected with the school.

Preparation of Teachers for Secondary Mathematics

By B. JOHN WESLEY GRIER

Professor of Mathematical Sciences at The Palmer Memorial Institute



HERE was a time, which is still within the memory of some of us, when it was assumed that an adequate knowledge of subject-matter and the confidence that came with the acquisition of a college degree were all that were needed to teach successfully in the secondary school. Some have held on to the opinion that if an individual had the brains to get through college, he had the intelligence to teach. During the last quarter-century, it has been shown that neither of these opinions is based on sound and substantial philosophical logic, due to the fact that neither of them contains a sufficient number of properties and facilities which teaching necessitates. Furthermore, the study of psychology and of the meaning and processes of education has changed the traditional conception of what is needed properly to equip the teacher for his work.

First of all the teacher of mathematics should master his subject, which is the most important of all the issues in the teaching profession. One of the main functions of the teacher is to be able to engage in every kind of discussion which has anything to do with his field of concentration. The next thing is to be acquainted with the professional methods of teaching. The following courses in mathematics should be required for all prospective teachers: College Algebra, Plane and Solid Geometry, Plane Trigonometry, Analytical Geometry, Calculus—Differential and Integral, Professional course in Mathematics, and a course in the History and Philosophy of Mathe-

tics and Methods of Teaching. The main purpose of these courses are to give the teacher a complete grasp on the subject matter and to quicken intellectual interest, cultural and disciplinary phases. It should give to the teacher appreciation of the processes of thought required and their important relations to the life of everyone, as well as to develop in him skill in making use of this mode of thinking, enabling the teacher to gain a realization of the broad scope of mathematics and its almost limitless applications in present day life, and at the same time an understanding of the relationships among the narrower divisions of the subject as studied in the secondary school. Either immediately preceding the study of the methods of teaching mathematics or simultaneously with that study, a rapid review is made of secondary school mathematics, particularly algebra and geometry. From the college student's more mature point of view, and in the light of added mathematical knowledge, the student gains from this study a new understanding of mathematics. Perhaps for the first time, and certainly more clearly than ever before, he has a realizing sense of the meaning of mathematics and the value and purpose of teaching it. He sees the symbols and formulas as signs representative of something more profound, the logic, the method, the way of thinking or reasoning that underlies them, he appreciates the place and value of accuracy in reading, in observation and even recognizes the influence of the mathematical idea. The whole thing is concentrated in the fact of an under-

standing of the subject matter of the field of mathematics, and appreciation of its significance in the life of today, an acquaintance with the theory and problems of teaching, which in summation go to prove the ability of one to teach mathematics adequately in the secondary schools.

The teacher should be aware of every move to improve the teaching of mathematics. The Joint Commission of the National Committee of the Teachers of Mathematics has brought to the attention of the teachers the prevailing situation in that Mathematics has been made optional in twenty States, which gives the impression that it is on its way out as a school subject. This is perhaps due to the fact that the objectives are not elucidated and comprehensible, little knowledge has been shown on the part of the teacher in the selectivity of facilities. The problems arising before the organization are those of creating a more convincing platform for secondary mathematics, of harmonizing conflicting tendencies, of providing a more adequate curriculum and of meeting the problem of mass education. Therefore, it is easily seen that the teacher faced with such problems must be prepared to meet the issue. The subject is witnessing this crisis because of the methods of teaching, not because of the subject, as we know there is no subject more applicable than mathematics.

Mathematics in one of the three forms exists in all knowledge, pure, abstract or applied. It has been shown by investigations that mathematical concepts are found with great frequency in general

literature, which confirms the conviction of the teachers as to the importance to be attached to the full comprehension of the quantitative terms.

The grade chart or placement for secondary mathematics includes grades 7-12. It is a move toward the articulation between the phases of mathematics. Heretofore, students have formed a false impression that algebra was differentiated from geometry and the other phases of the subject, which was not changed because of the unpreparedness and poor methods of teaching on the part of the mathematics department. There is no definite line of demarcation between any of the phases of the subject. This placement suggests that Arithmetic, Geometry, Graphic Representation, Algebra, Trigonometry, History of Mathematics, Mathematical Modes of thinking, all begin in the 7th grade and continue throughout the secondary school. Of course, in the 7th grade the preliminary ideas of the different phases, as language and ideas of arithmetic, drawing of basic figures in geometry, graphical representation of simple statistical data, elementary formulas in algebra, scale, measurement and ratios in trigonometry, the story of numbers and numerals and the story of measurement in history of mathematics and continue with gradual penetration into the more difficult forms of the subject in later years of the secondary course. The 12th grade being the last year in which they will take up such subjects as complex numbers in arithmetic, introduction to analytic geometry, graphic solutions of problems and representation of complex numbers, exponential and logarithmic functions, permutations, combinations, solutions of higher equations, statistics and modern life, finance and mathematical recreations, etc. This is a program the chief purpose of which is to improve the methods of teaching, bring about a closer correlation between the phases of mathematics, trying to harmonize

the conflicting tendencies, providing a more adequate curriculum and aiming to make the course harmonize with the phases of mass education.

This suggestion by the Joint Commission will never be converted into reality if the teaching forces are not trained in the mastery of the subject matter and in the professional methods of teaching.

Every teacher should know all about his subject and its relationship to the other fields of knowledge. In the case of mathematics, it seems to be a little difficult, due to the fact that it has not been defined with a hundred per cent adequacy. Some have defined it as the science of quantity and others the science concerned with the logical deductions of consequences from the general premises of all reasoning. All of which have not been adequate enough to describe it in its totality. I am inclined to believe a statement made by Dr. Rainich, of the Mathematics Department, University of Michigan, who stated that mathematics is anything that you find in the mathematics library. The close correlation between it and logic and the other sciences, makes it difficult to define. They are inseparable as some of the Greeks stated that if mathematics is taken out of the sciences, there is nothing left. The teacher of mathematics should be very much aware of these facts and would motivate the student's interest by showing him the pertinence of the subject. This subject can be made more interesting than any other if the teacher uses dexterity in his presentation and it is up to the teacher as to what will happen to the subject in the future as far as the general education is concerned.

As teachers of mathematics, we are called upon to exhibit an unusual type of dexterity in making the objectives comprehensible, in severing the complicated problems and analyzing them into simple ones, in bringing about a closer correlation, in motivating the stu-

REVIEW SECTION

TOBE. By Stella Gentry Sharpe with photographs by Charles Farrell. The University of North Carolina Press, Chapel Hill, N. C., 1939. P. 121. \$1.00.

The last two years have witnessed the publication of more children's books dealing with Negro life than the preceding hundred years. This is certainly progress so far as quantity is concerned, though one cannot invariably say the same thing as to quality. It is, therefore, refreshing to welcome a book which stands qualitatively very high and which does not make the common error of using dialect—an error which only helps to increase the language difficulties of Negro children. Instead of adhering to the so-called traditional Negro life existing only in the imagination of certain white folks unfamiliar with the rapid cultural advancement of the Negro race, *Tobe* portrays Negro life as it is.

This attractively printed book, written for early primary grade children, depicts the life of a six-year-old colored boy named Tobe who is living on a farm with his parents, five brothers, and two sisters. Unlike such queer names as Shadrack Meshack Abednego, Princess Lulu Belle Ada Corrine, and others found in many of the recently published children's books, Tobe and his family have names that are real and their life on the farm is full of interesting events. The sixty-two unusually good, full-page photographs of Tobe's varied life on the farm are absorbing in themselves and unique of their kind. Unquestionably, "*Tobe*" is the best 1939 children's book dealing with Negro life, and deserves the popularity which it seems to be rapidly attaining.

V. V. OAK,
Wilberforce University,
Wilberforce, Ohio.

dents and thus facilitating the accomplishment of the distinctive aims and purposes of education.

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VOL. X OCTOBER, 1939 No. 4

Just Between Ourselves

With the opening of the public and private schools and colleges of the State, we wish, in this first issue of the school year, as well as the first of the four issues to which the membership of 1938-1939 are entitled, to extend greetings to all who have dedicated their talents to the work of the schoolroom, campus, and home.

This is a journal dedicated to the teacher and her charges.

The school is the most democratic and highly socialized of all our public activities. It is the instrument of social betterment with which we of the Association are primarily concerned; and the people with whom we are most concerned are the children, who are, or who should be, enrolled in them.

In our own racial group teachers are recognized as potentially the strongest professional group in the State. In number they lead all professional groups; they are educated; they cultivate an altruistic philosophy of life; they exercise individual leadership in their respective communities, and, as an organization, have an opportunity to exert an influence second to no other organized group.

It is through your State and local associations that this power can be best exerted. It is your association—yours to love and cherish—a gift of the past to the present and the harbinger of the future. It has lived an accrescent life through fifty-nine years.

If it continues to sustain its high ideals, it will continue to live; if not, it will decay, and I know "of no promatheat heat that could its light relume."

Today we enjoy broader landscapes, and wider horizons greet our membership, because of the heroes of yesterday who, through poorly requited toil, have shouldered the present to higher altitude.

But this loftier eminence entails upon us larger obligations. To us much has been given; of us much is required.

Let us cherish and preserve what we have. We should be able to increase the membership, so as to include every teacher in the private as well as public school in the State.

The Association invites constructive criticism. It is capable of great improvement in procedures and objectives.

Credit for those desirable things done in the past must go to the membership, to the committees they have set up, and to the executive staff headed by able presidents, whom they elected.

In your Association you are dealing with a living, pulsating, virile thing.

Each one of us is a part of its life. It is your Association—not the property of any individual or group. Having observed the Association at close range for more than fifty years, we feel prepared to say its policies are not determined by a small group, often referred to as "The Inner Circle," "The Higher-Ups"—but have always been formulated by democratic direction and control.

In such control lies its inner strength and its power in helping to solve the problems that confront us.

Like all organizations, there may be some among us who chafe under the leadership of the older group of teachers. This is to be expected. It is the restless impetuosity of youth.

This has been true in every age. They have ridiculed their benefactors, stoned the prophets, and crucified their seers. Paul and Pericles, Socrates and Savonarola, Columbus and Capernicus, Jesus Christ and John the Baptist all paid the price for prominence in leadership. Let us all firmly adhere to the great unifying objective, the highest welfare of all the children.

Our President's Message . . .

We call attention to the earnest message sent out in this issue by our president, Mrs. Rose D. Aggrey. We are sure it will be read with pleasure and profit by every reader of the RECORD.

President Aggrey has had a long and distinguished career in the field of education. Until her marriage to the late Dr. J. E. K. Aggrey, after her graduation from Shaw University, she taught in the city schools of Portsmouth.

She taught at Livingstone College for a number of years, where she organized and conducted the first teacher-training class for the college. Since 1921 she has been a teacher in the summer sessions of the college.

She has done graduate study at Shaw and Columbia Universities, has traveled extensively in England and on the continent of Europe and spent a year in educational work with her late husband in Africa.

She has won her master's degree, based on study at Columbia, is vice-president of the State Interracial Commission, member of the Governor's Council on Adult Education and vice president of N. C. Congress of Parents and Teachers.

She has come to the presidency of the Association ripe with wisdom and experience, and will carry the Association to higher spheres of service during her tenure of office.

President J. H. Bias: An Appreciation

We dedicate this reverently to commemorate the life and service of our recently deceased friend and co-worker, the late president of State Teachers College at Elizabeth City.

His mortal body served him well for a relatively long period, of a little more than sixty years, and now lies in its consecrated place, after loving care from hands of devoted wife and loving children annointed it with their tears.

For a period of more than twenty years we knew and loved President Bias.

Most eulogies are too fraught with indiscriminating praise and burdened with fulsome panegyric.

It were better, far, to tell the story of a man's life, who has wrought well, in terms of his work, for after all, what the man has left of permanent value, is but the projected shadow of the man and will always be the menstrum in which his memory will remain suspended.

No one can look back upon the services he rendered as principal of the Training School at Method and later as president of the Teachers College and not recall the labor and sacrifice of Professor Bias.

The things he built into these schools are not dead things like brick and granite, but living things that shall perennially put forth new shoots and sink their roots deeper into the soil into which he helped to plant them.

He served as president of the Association for a term, and with characteristic modesty refused the traditional second term to which custom entitled him. He was for three years a member of the Executive Committee of the Teachers Association.

He not only demonstrated fine qualities as teacher and executive, he was also a safe and sane leader—loved and recognized by all interested in the general welfare of the community—a community in which he built a monument which, though invisible and intangible, shall endure while material structures, the work of his hands, shall have crumbled away, for by his exemplary living he rendered to his age a service both monumental and incomparable.

When the term of service is confined, as his was, to a single State and to only two localities in the State, and in small towns where social and religious feuds and ambitions cause the ties of tenure to be extremely brittle, such service through a long period of years is worthy of unusual emphasis, and the fact that after a period of years he was recalled to State Teachers College, where he had previously taught, as president, bespeaks the man whose public and private life was above reproach.

President Bias was a product of Lincoln University, Jefferson City, Mo., from which he received his A.B. in 1901, and did two years of post-graduate work at the University of Chicago. In 1904 he taught mathematics and science at State Normal, Elizabeth City. In 1908 he taught the same subjects at Shaw University, remaining in that position for nine years.

The remaining years of his life, which terminated at Elizabeth City, were devoted to his work at Method and Teachers College at Elizabeth City.

It is satisfying to reflect upon the life work of a man who has stood large in his calling. To have been friend and contemporary of such a man is an abiding joy.

Those who knew him best saw in him a man without ostentation and without guile. He had no qualities

which he took pride in flaunting—no defects he labored to conceal. Void of suspicion of his fellows, he had simple and unaffected confidence in people.

He cared little for places of prominence and positions of honor, but never shirked a task assigned. He never stooped to political intrigues and knew nothing of sharp practices, deceit or dishonor.

The poet has expressed a thought which, I am sure, he carried in his heart as he entered the valley:

"When I am dead, if men can say
He did his best, he played the man,
His way was straight, his soul was clean,
His feelings not unkind and mean,
He loved his fellowman and tried
To help them—I shall be content."

The lesson we may gather from his life, is that if the superstructure of our character is to approach the true ideal of symmetry, if, "after life's fitful fever," we are to have place among the victors; we must, with honest effort, overtake every dictate of duty and transmute every opportunity into rich benedictions which are today the heritage of our friend who has passed "within the gates ajar."

Notice of Times and Places of District Teachers Associations

In order that all members of the districts may be informed of the times and places, we have asked the officers of each district to publish same in this issue.

The Northeastern District will convene on the morning of November 11th at the Waters Training School at Winton. Dean S. D. Williams of State Teachers College, Elizabeth City, is chairman.

The Southeastern District will convene in Wilmington, Saturday, November 3d, in the Williston Industrial High School. Professor Hugh V. Brown is chairman.

The Western District meeting will be held at Monroe, Friday morning, November 10th, in the High School.

The Piedmont District will hold its session in the High School at Burlington, Saturday, December 2d.

It is expected that these meetings will be largely attended by the teachers in each district.

The president of the State Association, Mrs. Rosa D. Aggrey, is expected to be present at each meeting, if possible. The Executive Secretary will, as usual, be on hand to assist the officers in collecting and receipting for the annual membership dues.

Editorial Notes . . .

The State Board of Education has tacitly acknowledged the injustice of the salary differentiation between her two racial groups of teachers.

For over a decade the Association through its committees has approached the School Commission and the Legislature, requesting the obliteration of the inequity. We will continue our appeal for justice in this matter.

This year, largely as the result of our committee's appeal, \$117,760 was allotted to narrow, *just a little*, the wide chasm.

The teachers, as a whole, are that much better off, but far from content.

As we go to press we have just learned of the election of Prof. H. L. Trigg to the presidency of the Teachers College at Elizabeth City.

Membership Roll, 1938-1939

NOTE: The editor has been careful to see that the name of every member is properly recorded. He will appreciate having attention called to errors or omissions. In many cases social titles are omitted on roster sheets sent in. They are therefore, for obvious reasons, omitted in this roll.

ALAMANCE COUNTY

Jordan-Sellers High School

Mr. C. J. Johnson, Mr. C. R. Scott, Mrs. M. L. Walker, Mrs. M. P. Mitchell, Miss M. P. Rhodes, Miss C. L. Harrison, Miss A. D. Sellers, Miss H. T. Boykin, Mrs. Edna Perry, Mrs. G. M. Whitted, Mrs. B. T. Hawkins, Miss V. Houston, Miss D. Lawson, Mr. S. L. McKethan, Mrs. L. W. Snipes, Miss C. L. Hairston, W. J. Fisher.

Alamance Training School

Mrs. Bessie Dean Clarke, Miss Hazel L. Chambers, Mrs. J. F. Gunn, Mrs. Julia Dae Brown, Miss Maggie C. Sellers, Miss Naomi A. Drewery, Mrs. Ethel G. Mitchell, Mrs. J. V. Sharpe, Miss Edna L. Leach, Mr. J. F. Gunn.

County Group

Mr. Dow Spaulding, Miss Lucille Hargrave, Mr. P. D. Mitchell, Miss Grace Thomas, Mrs. Maude Ivey, Miss Eva R. Everett, Mrs. Mabel H. Poole, Mrs. Geneva Ingram, Mrs. Leora E. Trolinger, Miss Sallie B. Fitzgerald, Miss Bessie A. Miller, Mrs. Suella F. Hayes, Mrs. Pluma L. Foster, Mr. L. E. Borden, Miss Sadie M. Bowes, Miss Corinne W. Gaffney, Miss Marie Tyler, Mr. W. R. Warren, Mr. J. J. Lanier, Miss Gilberta Jeffries, Miss Juanita Day, Mrs. Rostena E. Keck, Miss Lela Rumbey, Mrs. Dorothy B. Smith, Mrs. Madeline Turner, Miss Laura Sellers, Miss Mabel Hazel, Mrs. Augusta C. Lee, Mrs. Merle B. McRae, Mrs. Mary B. Richmond, Miss Dorothy Holt, Mrs. Mary M. Glover, Miss Mary J. Holt, Mr. H. H. Faucette, Mrs. Erma Grave, Miss Maggie McKay, Mrs. Dempsey Pette-way, Miss Loraine Turner, Mrs. Lucile B. Hol-land, Mrs. Alice J. Murray, Mrs. Minnie Donnell, Mrs. Zora K. Dillard, Miss Eunice M. Faucette, Miss Zola Black, Rev. J. W. Albright, Miss Clara B. Cranford, Miss Minetta V. Robinson, Miss Ava Holt, Mr. F. R. Worth, Mrs. Annie F. Rogers, Mrs. Victoria M. Wade, Miss Eliza C. Holt, Mrs. Fannie B. Kirk, Mrs. Lillie B. John-son, Mrs. Dorothy M. Griffin, Miss Margaret Hazel, Miss Katherine Dillard, Mrs. Julia H. Pettway, Mrs. Francis M. Johnson.

ANSON COUNTY

Anson County Training School

Rev. J. R. Faison, Mrs. P. L. Michael, Mrs. Westbrooks, Miss M. L. Thomas, Mrs. L. M. Leak, Mrs. A. B. Steward, Miss D. A. Daniels, Miss Helen Smythe, Mrs. R. B. Price, Mrs. C. C. Hooper, Miss M. E. Elliott, Miss P. Ingram, Mrs. J. B. Harrington, Mr. A. T. Harrington, Mrs. D. B. Rice, Miss E. M. Griffin, Mr. T. W. Bennett, Mr. W. M. Morgan, Mrs. E. L. Thomas, Mrs. M. Crockett, Mrs. S. M. Cowan, Mr. M. L. Massey, Mrs. M. F. Dargan.

County Group

Mrs. Ephania Williams, Mrs. Lena E. Smith, Mrs. Maude L. Ham, Mrs. Agnes T. Massy, Mrs. Margaret Sinclair, Mrs. Geneva Miller, Mrs. Blanche Williams, Mrs. Inez Hill Moss, Mrs. Vera K. Williams, Mrs. Nannie R. John-son, Miss Geradine Stewart, Mrs. Stanley Jones, Mrs. Alice Hilliard, Mrs. Guy W. Perry, Mrs. Mamie Alexander, Mrs. Rosa B. Little, Mrs. Martha Richardson, Mrs. Doretha C. Bennett, Mrs. Pauline D. Tillman, Mrs. Annie T. Buffaloe, Mrs. Irma A. Spencer, Mrs. Johnnie B. Massey, Mrs. Edna McManus, Mr. Leonard Sturdivant, Mr. Ernest W. Dixon, Mr. James H. Justice, Mr. George B. Williams, Mr. J. C. Hilian, Mr. James W. O'Kelly, Mr. J. H. Rumph, Mrs. Hattie F. McLucas, Mr. Reece B. Sinclair, Mr. Guy W. Perry, Rev. J. H. Cowan, Mr. Robert Hilliard, Mr. C. B. Reid, Mr. John W. Covington, Mr. Walter McDaniel, Mr. Harry D. Fleming, Mr. Stanley S. Jones, Mr. J. H. Long, Mrs. Minnie Long, Miss Nora Williams, Miss Catherine Stan-icel, Miss Harriet Little, Miss Ethel Worth, Miss Barbara Ledbetter, Miss Lucile Crump, Miss Veda M. Ingram, Miss Johnnie Beberry, Miss Nannie Ratliff, Miss Mary B. Devane, Miss Nora L. McCormick, Miss Mary V. Bennett, Miss Eliza-beth Mitchell, Miss Dorothy V. Dockery, Miss Talmadge Bennett, Miss Betty Luther, Miss Ida K. Massey, Miss Carrie M. Watkins, Miss Ber-nice Maske, Miss Gertrude Dargan, Miss Madge E. Simril, Miss Esther V. Frye, Miss L. Hor-tense Holloway, Miss Sara Bennett, Mrs. Amanda Ingram, Mrs. Minnie R-nnick, Mrs. Clarice Adams, Mrs. Susie W. Massey, Mrs. Mary Reid Lilly, Mrs. Rosa B. Morgan.

Ansonville High School

Mr. J. A. Blount, Mr. W. O. McNair, Miss Helen T. Hasty, Miss Willie V. Elliott, Mr. Wen-dell Morgan, Miss Jeretha Huntley, Miss Marjorie Richardson, Mrs. Zenobia Blount.

BEAUFORT COUNTY

Pantego High School

Mr. J. C. Bias, Miss Annie S. Hawkins, Mr. Kermit E. White, Mr. John W. Smith, Mrs. Effie E. Barnes, Mrs. Florence L. Keyes, Miss Odie Bell Benson, Miss Rosa Lee Stanley, Miss Beatrice Wood, Miss Justine A. Gadley.

Belhaven School

Mr. G. T. Swinson, Jr., Miss Irma E. Alexan-der, Mrs. Delilah S. Clark, Mrs. Caroline R. Hooten, Miss Ernestine M. Hayes, Miss Alice E. Dulin, Mrs. Ruby M. Westbrook, Mrs. Romaine G. Swinson.

Washington City Administrative Unit

Mr. P. S. Jones, Miss Cora L. Griffin, Miss H. F. Simpson, Mr. C. L. Clarke, Mrs. M. P. Beebe, Miss M. B. Blackmon, Miss C. M. Mc-Clellan, Miss N. B. Eam, Miss O. V. Dunstan, Miss H. T. Wade, Miss Thelma Scarlett, Miss E. M. Evans, Mrs. D. R. Whittington, Mr. W. M. Daniels, Miss B. C. Jones, Miss B. P. Simpson, Miss P. M. Gaston, Miss H. O. Cooper, Miss J. B. McIver, Mr. H. Thomas Tucker, Mr. M. Q. Wyche.

Washington Administrative Unit

Mrs. Carrie Boyd, Mrs. Alice Bailey, Mrs. E. S. Grimes, Miss Edna Wimberly, Mrs. Bessie Adams, Mrs. Lovie L. Whitley, Miss Lillian Reed.

BERTIE COUNTY

Kelford Elementary School

Mrs. Armaga J. Holloman, Mrs. Daisy P. Townes, Miss Mary P. Taylor, Mr. T. Madi-son Garriss.

O. G. White High School

Mr. C. G. White, Mrs. Annie E. B. White, Miss Mary J. White, Miss Martha L. Martin, Mrs. Clara Mae Blount, Mrs. Pearl N. Young, Mr. M. W. Coeman, Mr. A. A. Smith, Mr. J. W. Moore, Rev. I. B. Brinkley, Mrs. Lucile Brinkley, Miss Mattie Taylor, Miss Mary Mitchell, Miss Odell Spellman, Miss Clara Ward, Miss Martha L. Robinson, Miss Dorothy M. Sweeney.

BLADEN COUNTY

Miss Mary E. May, Miss Mildred Jones, Mr. J. C. Barber, Miss Lucile Newkirk, Mrs. Carrie Shepard, Miss Bessie Haggler, Mrs. Christine McKay, Mr. Alton Ellison, Mrs. Addie Williams, Mrs. Mary Paige, Mrs. Mamie McDowell, Mrs. Naomi Pridgen, Mrs. Amelia Byers, Mr. A. R. McMillan, Mr. D. L. Williams, Mrs. V. H. Beaufort, Mrs. Mary Robeson, Miss Sarah Murphy, Mr. R. M. Johnson, Mrs. Maggie Murphy, Mrs. Mary Sanders, Miss Henrietta Hinton, Mrs. Mary McKay, Miss Frankie Shaw, Miss Lessie Mc-Laurin, Mr. Clarence McDonald, Miss Ruth Allison.

Bladen County Training School

Mr. R. D. Tynes, Miss Margaret Corbett, Miss Ethel Lewis, Miss Felice Sadgwan, Miss Katie Marsh, Mrs. V. J. Oliver, Miss Esie Grier, Miss Matilda Johnson, Mr. G. C. Baugham.

Bladen County List

Mrs. Neider E. Simpson, Miss Dorothy Mc-Laurin, Mrs. Beatrice Johnson Robinson, Mr. A. S. Gaston, Miss Edith Dunham, Mr. W. R. Davis, Mr. J. F. McLaurin.

BRUNSWICK COUNTY

Brunswick County Training School

Mr. A. C. Caviness, Mrs. Estelle Swain, Mrs. Mabel Morgan, Mrs. Eva V. Lee, Miss Roberta B. Ellis, Mrs. Cora Lee Parker, Miss Ida L. Webster, Mr. A. R. Williams, Mr. A. R. Howell, Miss Alberta Lee Roseboro, Mr. Albert Gore.

Olive Hill High School, Morganton

Prof. P. E. Corpening, Mr. J. A. Arnold, Miss I. H. Reynolds, Mrs. L. T. Horne, Mrs. C. Ham-ilton, Mrs. W. B. Gibson, Mrs. M. M. Corpening, Mrs. F. D. Dennis, Mrs. K. H. Young, Mrs. L. G. Walton, Miss W. B. Nance, Miss J. B. Dixon.

Brunswick County Unit

Miss Helen Stephens, Mr. E. Orlando Gandy, Miss Lillian Austin, Mrs. Florence Williams, Mrs. Sarah Moore, Mrs. Hester Davis, Mrs. Bertha Berry, Mrs. Dorothy Thorpe, Mrs. K. T. Boland.

BUNCOMBE COUNTY

Hill Street School, Asheville

Mr. J. H. Michael, Mrs. L. S. Dusenbury, Mrs. H. Y. Goodwin, Mrs. Ella C. Hayes, Miss Ethel Murray, Miss Helen Patterson, Mrs. L. B. Reid, Miss Stella Jcn s, Mrs. L. B. Michael, Mrs. V. C. Cooper, Miss Beatrice Chambers, Mrs. V. H. Birchette, Miss Stane Bowman, Miss Bertha Darden.

Allen High School, Asheville

Miss Carmen Lowery, Miss I. R. Jones, Miss J. Titus.

Shiloh School, Asheville

Mr. J. C. Daniels, Mrs. L. B. Brogden, Mrs. L. K. Daniels, Mrs. R. E. Fortune, Mrs. Ida Wilfang, Miss Inez Ray, Mrs. D. C. Genn, Mr. James Sapp.

Asheland Ave. School, Asheville

Mrs. M. Y. Gregg, Miss Lucy Harrison, Miss M. G. Jackson, Mrs. R. H. Lee, Miss Felicia Saxton, Mrs. Sadie D. Moore, Mr. Johnson, Miss A. B. Logan, Mrs. E. E. Anderson, Miss B. O. Reinhardt, Miss Daisy Booker.

Stephens Lee High, Asheville

Mr. A. E. Manly, Mrs. C. P. Baker, Mr. Ver-non Cowan, Mr. P. R. Dusenbury, Mr. A. J. Dusenbury, Mr. Luther Hardin, Mr. L. F. Haith, Mrs. Lucy Herring, Mrs. A. P. Martin, Miss Myrtle Rumley, Mrs. O. M. Reynolds, Miss E. L. Pearson, Mrs. E. M. Walker, Mr. Clarence Moore, Mrs. Willie O. Moore, Miss Ruth Cham-bers, Miss Alda J. Fortune, Mrs. Mabel McCain.

Mountain Street School, Asheville

Miss J. C. Givens, Mrs. D. C. Glover, Mrs. L. M. Hammond, Miss Mamie Martin, Miss W. H. Knuckles, Mrs. L. D. Shepard, Miss Catherine Slaughter, Mrs. Weslie Verdell, Miss Ruby Young.

Burton Street School, Asheville

Mrs. Hattie Love, Miss Gertrude Dixon, Mrs. Thomasina White, Mrs. Aileen Lipscombe, Mrs. Gladys Pharr.

Livingstone Street School

Miss Janie Few, Mrs. Janet Kebe, Mrs. Irma James, Miss Mamie Johnson, Miss Elizabeth Davis, Miss Catherine Chappelle.

South Asheville School

Mrs. Louise White.

Black Mountain School

Miss Peggy Murray, Mr. Reynolds.

Waverlyville School

Mrs. Mona Jones, Mrs. Amanda Horne.

Swannanoa School

Miss Venus Wilson.

CALDWELL COUNTY

Freedman High Unit

Mr. J. J. Spearman, Mrs. C. C. Day, Mrs. J. J. Spearman, Miss Z. T. Pinkstone, Mr. James H. Jones.

Caldwell County Unit

Miss Esther I. Carson, Mrs. G. B. Wenley, Miss Virginia Patterson, Miss L. J. Corpening, Mr. O. W. Fleming.

CAMDEN COUNTY

Mr. Charles H. Barco, Miss Mabel Lamb, Mrs. Kate Shaw, Mr. Josephus Lamb, Miss Hattie Merlyn Graves, Mrs. Alice Morgan, Mr. John Barnard, Mr. Nathan Peery.

Coinjock School

Miss Helen White, Mr. Lawrence Sugg.

Rosenwald School, South Mills

Mr. Milton Calloway, Miss Ruth M. Creecy, Miss Emma J. Chamberlain, Miss Sallie W. Artice, Miss Julia A. Westley, Mr. Clarence Bowe, Miss Amelia C. Chamberlin.

CARTERET COUNTY

Beaufort City High School

Mr. J. M. Hodge, Mrs. C. M. Hodge, Miss E. L. Sparrow, Miss E. Johnson, Miss A. M. Fauntle-roy, Miss H. M. Davis, Miss E. Thomas, Miss C. M. King, Miss R. V. Whitworth, Mr. W. McLain, Mr. J. G. Hayes.

Stella High School

Miss E. M. Matthewson, Miss V. B. Tillery, Rev. N. C. Calhoun.

County Unit

Mrs. N. H. Tate, Mrs. Louise Lassiter, Mrs. Nellie W. Hill, Mrs. Ethel B. Whittington, Mrs. M. E. Price, Miss V. D. Parker.

Morehead City School

Mr. J. W. Campbell, Miss Studie Fennell, Miss Mary I. Mitchener, Miss Margaret Brown, Miss Elva D. Hester, Miss Alice Green, Mr. Luther Tillery.

CABARRUS COUNTY

Logan High School

Miss M. E. Banner, Mrs. Ethel Baucum, Mrs. L. J. Bost, Miss R. E. Blake, Mrs. Lizzie Boger,

Mrs. Mary L. Morgan
Mrs. Sophie J. Hargrave
Miss Venetta J. Bessie

Mr. J. E. Boger, Miss L. H. Brice, Miss L. R. Council, Miss Emla Gaines, Mrs. A. E. Hayley, Miss G. P. Hayley, Mrs. E. L. James, Mr. E. L. James, Miss K. E. Jones, Mr. G. G. Lyerly, Miss B. I. Newsome, Miss F. M. Onque, Miss Louise Spencer, Mr. R. H. Toole, Mrs. M. I. Wilson, Mrs. M. M. Williams.

Centerview School

Mr. W. L. Reid, Mr. E. H. Kyer, Mrs. Jeanette Monroe, Mrs. Dorothy Gilliam, Mrs. Shirley Williams, Miss Eva McKinley, Mrs. Lois Alexander, Miss Margaret Sutton, Miss Lucile Dean, Miss Ora Graeber, Miss Malta McDonald, Mrs. Effie Fisher, Mrs. Nettie Miller, Mrs. Hannah Reid, Mrs. Elizabeth Johnson, Mr. F. D. Duncan.

Cabarrus County Unit

Mrs. Rosa Bell Phifer, Mrs. Eva S. Byers, Miss Ruth Lyle.

Barber-Scotia

Dean L. S. Cozart, Mrs. L. S. Cozart, Mr. C. E. Boulware, Mr. M. F. Shute, Mrs. C. Silence Woodruff, Miss Marie Hilton, Miss R. L. Goudoe, Miss O. N. L. Denniston, Miss Vivian Joseph, Miss M. E. Carter, Miss Lucile Davis, Miss Inez Russell, Miss Julia A. Moore, Mrs. T. McKnight Coiston, Miss C. A. Peacock, Miss Lucile Dillon.

CASWELL COUNTY

Miss Mary Dodson, Mrs. Lenora McCollough, Mrs. G. M. Dillard, Mrs. Queen E. Hill, Miss W. L. Floyd, Mr. Harry K. Griggs, Miss Mildred Cecil, Mrs. R. A. Benjamin, Miss Gladys Brown, Miss Chattie L. Price, Mrs. Alma Taylor, Mr. C. H. Couch, Mr. N. L. Dillard, Mrs. Fannie Lanier, Miss Lois Currie, Miss Lillian Gaddy, Miss Louise Wimer, Mrs. Carolyn Turner, Mrs. Sadie Edgerton, Mrs. Zelma Belton, Mrs. Florence Casino, Mrs. Clara Stanley, Mrs. Evelyn Hunt, Mrs. J. J. Jones, Mrs. Gaylee Lowery, Mrs. Elizabeth Smith, Miss Beatrice Bigelow, Miss Olivia Dodson, Mrs. Ida Simmons, Mrs. Alverado Johnson, Mrs. Agnes McKae, Mr. Thomas L. Brown, Miss Wilphiria Carrington, Miss Clara Penn, Mrs. Anna D. Jeffries, Mrs. James E. Brown, Mrs. Vivian Brown, Mrs. Amanda Borden, Mrs. Carrie Blackwell, Mrs. Grace Gilreath Graves, Rev. J. F. Harroway, Mrs. Bessie Nance, Miss Lucille Hartman, Mrs. Dorothy Bowe, Mrs. Olie King, Miss Ethel Stokes, Miss Vivian Pickard, Rev. C. C. Harvey, Mrs. Nellie Geary, Miss Ruby Hanes, Mrs. Gai-nelle Bruce, Rev. L. W. Compton, Mrs. Eugene Davis, Mrs. Mattie Wilson, Miss Doll Lena Palmer, Miss Hattie Jeffers, Mrs. Carolyn Slade, Mr. Booker T. McCallum, Mrs. Essie Wise, Miss Helen Bigelow, Mrs. Matilda Williams, Miss Mattie McConaughy, Mrs. Alice Poole, Mrs. Ella Whitworth, Miss Lena Jones, Miss Lizzie Palmer, Mrs. T. C. Beam, Miss Mabel Haith, Mrs. Viola Brown, Miss Ella Belle Vaughn, Miss Claudia Graves, Mrs. Dorothy Penn, Mrs. Sadie Withers, Mr. Joseph E. Belton, Miss Hassie Dillard, Mr. William A. Bingham.

CATAWBA COUNTY

Ridgeview High School, Hickory

Mr. A. W. Booker, Miss N. V. Anglin, Miss F. B. Curry, Miss A. E. Cox, Miss D. I. Utley, Miss A. L. Joyner, Miss M. L. Shuford, Miss J. L. Morris, Miss E. E. Bell, Miss M. E. Johnson, Mrs. M. P. Greene, Mrs. E. E. McFall, Mrs. A. C. Kennedy, Mrs. C. H. Booker, Mr. J. A. Dillard, Mr. D. E. Forney, Mr. J. T. Wilson, Mr. E. T. Moore.

Newton-Conover

Mr. Taft H. Broome, Miss Constance Adams, Miss Lillian E. Brown, Miss Kate B. Bennett, Miss Fanny Headen, Miss Amanda Smith, Miss Gladys V. Smyre, Miss Gladiola E. Singleton, Mr. William H. Jones, Mr. A. F. McAdoo, Mr. J. D. Murchison.

CHATHAM COUNTY

Chatham County Training School

Mr. A. S. Kennedy, Miss B. D. Swain, Miss D. L. Edwards, Mrs. R. J. Hines, Miss A. L. Marsh, Mrs. H. F. Brown, Miss S. E. Walden, Mrs. I. R. Jones, Miss L. E. McNeil, Mr. E. A. Mosley, Mr. W. H. Whitted, Mr. E. E. McCoy.

Chatham County Schools

Mitchells Chapel

Mr. Beecher Coward, Mrs. Lizzie Scurlock, Mrs. Rebecca Johnson.

Horton High School, Pittsboro

Mr. B. J. Lee, Mr. I. E. Taylor, Mr. J. D. Fisher, Miss Catherine Caldwell, Mrs. Carlie Powell, Miss Annie L. Bell, Miss Odessa Arge, Miss Doris L. Britt, Miss Evelyn Bryant, Miss Odessa M. Elliott, Miss Annie L. Harris.

Goldston High School

Mr. Walter McLaughlin, Miss Annie J. Thompson, Mr. Milton Raye, Mr. Henry McLaughlin, Miss Lessie P. Monroe, Miss Inez Turner, Mrs. Florence D. Little, Miss Nettie Houston, Miss Alice McLean, Mrs. Classic D. Ridey, Mrs. Jeannette Richardson, Mrs. Mae D. Cotton, Miss Lula Avant, Mrs. Lillie F. Rogers, Mrs. Nina Mae Marsh, Mrs. Sallie Leach, Mr. R. I. Brodie, Mrs. Hattie W. Siler, Miss Fannie M. Baldwin, Mrs. Allen F. McCleave, Miss Vallie V. Alston,

Mrs. Maggie Atkins, Rev. J. P. Coefield, Miss Chloee Eubanks, Miss Lucile D. Crowder, Mr. F. T. Husband, Mrs. Ethel S. Clark, Miss Cornelius J. Rives, Mrs. Beulah Claigg, Rev. O. P. Foster, Miss Lottie Gunter, Miss Maude Laster, Mrs. R. Benita T. French, Miss Estella Council, Mrs. Florence Peoples, Miss Annie Tysor, Mrs. Tamar Crump, Miss Verdie McClinton, Miss Louise Durham, Rev. Allen F. McCleave, Miss Celia Taylor.

CHOWAN COUNTY

Edenton Colored Schools

Prof. D. F. Walker, Mr. R. D. Russell, Miss B. M. Capehart, Mrs. E. D. Herritage, Mrs. D. M. Walker, Mr. B. C. Newsome, Mrs. S. F. Wilson, Miss Tamar McClintey, Mrs. Fannie Badham, Mrs. Santoria Reeves, Miss O. A. Smith, Mrs. J. T. Holley, Mr. R. L. Kingsbury, Mrs. A. B. Slade, Mrs. M. M. Tillett, Miss E. E. Foreman.

Chowan County Unit

Miss M. E. Haney, Miss Tiney L. Jernegin, Miss N. B. Hicks.

CLEVELAND COUNTY

Cleveland High School, Shelby

Mr. B. D. Roberts, Mrs. B. D. Roberts, Miss Wilma Smith, Miss N. M. Ferrell, Mr. James Hoskins, Mr. Robert Garrett, Mr. Wilson Young, Mrs. Margaret Pass, Mr. Alton Flag, Miss Laura Warren, Miss Helen Belton, Mrs. Oliver Reid, Miss Rose Lee Reid, Mrs. Carrie Mack, Mrs. Troy Ezell, Miss Pansy Gregg, Mrs. Ruth Thompson, Miss Ezra Bridges, Mrs. Carrie Burton, Mrs. Maude G. Foster.

Douglas High School

Mr. A. W. Foster, Mr. A. D. Belton, Mr. G. G. Plair, Louis O. Cooper, Miss Gaynelle W. Harris, Mrs. Sheila W. Mack, Mr. L. R. Walls, Mr. J. D. Battie, Mr. Z. S. Hargrave, Jr.

Cleveland County Unit

Miss L. S. Galbraith, Mr. Henry T. Allen, Mrs. M. C. Howell, Mrs. Susie Cooper, Mrs. Hattie Edwards, Mr. Herbert Gidney, Mrs. Lillian C. Greene, Rev. D. P. Holley, Miss Beulah Long, Rev. N. J. Pass, Mrs. Eleanor Roberts, Miss Glendora Rudisill, Mrs. Ophelia Wheeler, Mr. A. J. Taylor, Mr. C. G. Wilson, Miss Sara Ross, Mrs. Agnes Spikes.

COLUMBUS COUNTY

Mrs. Maggie C. Boone, Mrs. Clara B. Hicks, Mr. Shepard Moore, Mrs. Annie S. Henry, Mr. A. R. Williams, Mrs. Laura Pierce, Miss Ruth Peacock, Mrs. Isadore S. Brennon, Mrs. Almada W. Moore, Miss Myrtle Lennon.

CURRITUCK COUNTY

Currituck County Training School

Mr. Joseph L. Jones, Miss Marjorie Mae Rowe, Mr. Joseph C. Belton, Mr. James J. Scarlette, Mr. James A. Brown, Mrs. Mildred Parker Jones, Miss Marie Cook.

Currituck County Unit

Mr. Sherman Williams, Mrs. Almata Hare, Mrs. Judy P. Johnson, Mrs. Ruth G. Mullen, Mrs. Myrtle S. Felton, Mrs. Inez H. Bolden, Miss Hattie Allen, Mr. Jesse Eggleton, Mrs. Alice Booker Brown, Miss Cleopatra J. Wilson, Miss Mabel Harold, Mrs. Ernestine W. Fulford, Mrs. Naomi Baxter, Miss Annie Stanford.

CUMBERLAND COUNTY

Cumberland County Unit

Mrs. Louretta Wood, Mrs. Mittie R. Clark, Miss Eva Mae Slater, Mrs. Lucille Ray, Miss Ethelind Smith, Mrs. Mattie Andrews, Mrs. Meta Evans, Mr. Thelmer Siler, Miss Pearl German, Miss Inez Aery, Mrs. Chloriena Herring, Mrs. Lorena G. Coppage, Mrs. Sallie J. Thigpen, Miss Margaret McKoy, Mrs. Mae Rudd Williams, Miss Annie Mae Evans, Mrs. Mary B. Chavis, Mrs. Nannie Gill, Mrs. Laura T. Mitchell, Miss A. W. Crump, Mr. E. P. McMillan, Mr. Kermit Fleming, Miss Nellie Mae Smith, Mrs. Henrietta Moore, Miss Lucretia Williams, Mr. John H. Lewis, Miss Susie Evans, Mrs. Pinkney McMillan, Mrs. Bertha Gillis, Mr. Roscoe C. Simmons, Miss Doris Allison, Mrs. Mabel Douglas, Miss Marion Hodge, Miss Thelma Black, Miss Wallace Crump, Miss Gladys Walden, Mrs. Charles Thigpen, Mrs. Elizabeth Walden, Mrs. Retha Manley, Mrs. Ernestine Smith, Miss Louise Lockamy, Mrs. Irene Montague, Mrs. Eugenia J. Scott, Mrs. Hattie J. Norris, Mrs. Dorothy M. Murphy, Miss Christine Stephens, Mrs. Odessa Love, Mrs. Edith Dupree, Miss Nellie McDowell.

E. E. Smith High School

Mr. A. J. Blackburn, Mrs. A. J. Blackburn, Miss C. L. Holden, Mr. N. R. Harper, Miss I. C. Fowler, Miss C. M. Middleton, Miss M. L. Moss, Mr. E. E. Miller, Miss M. C. Bradley, Miss L. T. Williston, Mr. H. A. Black, Mr. E. MacRae, Miss S. W. Langhorne.

Fayetteville State Teachers College

Mr. W. T. Armstrong, Miss T. L. Barnes, Miss M. J. Chavis, Mr. C. A. Chick, Mr. J. E. Coppage, Miss M. L. Dixon, Miss J. L. Douglas, Miss J. C. Elliott, Miss A. R. Floyd, Miss K. V. Freeman, Mr. I. E. Glover, Miss E. B. Grigsby,

Mrs. L. P. Henderson, Miss H. A. Hucles, Miss S. E. Hughes, Miss L. T. Jackson, Mr. W. S. Maize, Mr. E. J. Martin, Mrs. M. F. Miller, Miss E. L. Murphy, Miss E. V. McIver, Mrs. M. D. McPherson, Mrs. M. M. MacRae, Miss J. V. Phifer, Mrs. A. J. Rogers, Mr. N. A. Royall, Mr. W. D. Scales, Mr. J. B. Scott, Dr. J. W. Seabrook, Mrs. M. H. Seabrook, Mr. E. D. Sheen, Mrs. R. Simpson, Miss C. L. Smith, Mr. J. M. Smith, Miss M. E. Terry, Miss N. M. Travis, Miss J. H. Williams, Mrs. M. T. Willis-ton.

Cumberland County Training School

Miss Sarah Deck Brown, Miss Permilla R. Flack, Mrs. Beulah W. Glover, Mr. Jerry Hollingsworth, Mr. Isaac McRabb, Mrs. Mary E. Robinson, P. N. Robinson, Mrs. Theresa J. Ware, E. A. Armstrong.

Edward Evans School

Mrs. Amelia Avent, Mrs. Vida R. Branche, Miss Lessie Baldwin, Miss Alice Elliott, Mrs. Juanita Lewis, Miss Mollie McNeill, Mrs. Emily McMillan, Mrs. Beulah Melchor, Mrs. Augusta Sides, Miss Frances Williams, Mrs. Robbie Wright, Miss Selina M. Melvin.

CRAWEN COUNTY

West Street School, New Bern

Mr. J. T. Barber, Mr. F. R. Danyus, Mr. W. M. Booker, Mrs. M. B. Danyus, Mrs. L. B. Smith, Mrs. B. L. Rivers, Mrs. S. J. Pickett, Mrs. W. G. Mumford, Mrs. E. M. Powell, Mrs. M. B. Styron, Mrs. R. B. Houston, Mrs. R. O'riara, Mrs. M. B. McIver, Mrs. G. L. Redding, Mrs. L. J. Sledge, Mrs. J. G. Jones, Mrs. C. M. Fisher, Miss K. Triplett, Miss Eva Gibbs, Miss M. R. Bryant, Miss L. M. Jennings, Miss N. E. White, Miss W. M. Johnson, Miss A. M. Fisher, Miss M. S. Greene, Miss A. G. Scales, Miss K. S. Martin, Miss M. E. Dent, Miss W. J. Cordon, Miss E. E. Buchanan, Miss E. C. Mials.

Craven County Unit

Mrs. Jennie Johnson, Mrs. Martha Butler, Rev. T. L. Bynum, Mrs. T. L. Bynum, Rev. B. W. Wynn, Mrs. B. W. Wynn, Miss Queenie King, Mrs. N. H. Martin, Miss Janie Jackson, Mrs. Harriet Lawrence, Mr. A. D. Smith, Miss Annie Walker, Mrs. L. Spencer Davis, Mrs. Lillie Smith, Mr. W. W. Ryder, Mrs. Naomi Ryder, Mrs. Rebecca Davis, Miss Pearl Hawkins, Miss Emma Moye, Mrs. Rebecca Whitehead, Mrs. Frances Lawson, Miss Carrie Johnson, Mr. George Busby, Miss Sarah Edwards, Miss Ruth Adams, Miss Araminta Garrett, Mrs. Clara D. Mann, Mrs. Mamie Daniels, Mr. G. L. Harper, Miss M. L. Barber, Mrs. B. L. Williams, Mrs. E. M. Harper, Miss Geraldine Best, Mr. Graham Scott, Miss B. M. Cox, Rev. F. P. Bryan, Miss Lillian Franks, Miss Missouri Cutler, Miss Essie White, Mrs. Maggie P. Mitchell, Mrs. Annie Holloway, Mrs. Rosa Bell Hill, Miss Pierce Gibbs, Mr. W. H. Bryant, Dr. W. E. Daves.

DAVIE COUNTY

Rev. L. M. Onque, Miss A. Smoot, Miss L. Gaddy, Mrs. A. Y. Bovian, Mrs. R. Hunt, Mrs. V. Davidson, Mrs. Mamie Krider, Mrs. L. B. J. Taylor, Miss Geneva Clement, Mrs. Norman Carter, Miss Dorothy Phelps.

DAVIDSON COUNTY

Miss Genivie Kyer.

DURHAM COUNTY

Durham County Unit

Mrs. Gertrude E. Taylor, Mrs. Maude F. Sowell, Mr. Earl F. Hill, Mrs. Gladys H. McNeill, Mrs. Gertrude Hankins, Miss Julia Sowell, Mrs. Pearl C. Swann, Mr. Maynard Jones, Mrs. Helen R. Whitted, Mrs. Essie S. Curry, Miss Lillie N. Rogers, Mr. Erwin Johnson, Mrs. Gladys H. Rhodes, Miss Loraine Graves, Mrs. Madge Turner, Mrs. Margaret C. Allen, Mrs. Mamie G. Dawson, Mrs. Addie Gatewood, Mrs. Augusta M. Rogers, Mrs. Leona L. Smith, Mrs. Mabel U. Strudwick, Mrs. Annie L. Smith, Mrs. Minerva Evans, Miss Gladys A. Dawkins, Miss F. D. Curry, Mrs. Lina R. Ward, Mrs. Nonie P. Johnson, Mrs. Essell D. Dunlap, Mrs. Dora B. Atwater.

Little River High School

C. B. Nixon, Mrs. Pearl L. George, I. R. Holmes, Miss Joechebe Christmas, David Braxton, J. L. Moffitt, Mrs. Marie Moffitt, Mrs. Lillian Hamme, Miss Flora Carlton, Mrs. Laura Parker, Mrs. Sallie E. Harris, Mrs. Rosa B. Branch, Miss Lola H. Solice, Mrs. Lucile King, Mrs. Emily Washington.

Walltown School, Durham

Mrs. Cora T. Russell, Miss E. B. Hicks, Mrs. L. S. Jackson, Mrs. L. F. Ray, Miss C. M. Russell.

North Carolina College

Dr. J. E. Shepard, Mr. C. C. Amey, Mrs. F. M. Eagleson, Mr. Y. J. Grigsby, Miss S. A. Holloway, Miss H. H. Hunter, Mrs. L. F. James, Mrs. L. P. Kimble, Miss M. A. Shepard, Mrs. J. R. Butts, Miss D. S. Dent, Miss C. V. Harris, Mrs. J. W. Harris, Mr. A. Henningburg, Mr. C. L. Holmes, Miss K. L. Kelly, Miss T. Talley, Dr. V. V. Oak, Dr. W. H. Robinson, Miss R. G. Rush, Mr. J. T. Taylor, Mr. C. T. Willis, Mr. R. L. McDougald, Dr. W. S. Jordan,

East Durham School

Miss A. M. Dunnigan, Mrs. E. B. Pratt, Mrs. G. D. Whitted, Mrs. W. A. Watson, Mr. F. G. Burnett.

Lyon Park School

Mrs. B. E. McLaurin, Mrs. P. F. Dame, Mrs. R. D. Artis, Mrs. M. M. Hill, Mrs. E. B. Hartt, Mrs. C. R. Holmes, Miss R. B. Grissom, Miss G. L. Lambeth, Miss E. L. Walton, Miss M. L. Stephens, Miss A. M. Faulk, Mr. H. A. Hill, Mr. N. A. Cheek.

Pearson Elementary School

E. D. Mickle, Mildred Amey, Mrs. Bernardine S. Bailey, Miss Emma V. Butler, Miss Sallie H. Cannady, Miss Geneva R. Cheek, Miss Sadie E. Christmas, Miss Nannie G. Cooper, Miss Pearl H. Cordice, Miss Ceia T. Davidson, Miss Floretta W. Dunston, Miss Helen R. Durham, Miss Julia Durham, Miss Bettie L. Foster, Miss Ethel R. Hubbard, Miss Hattie M. Jenkins, Miss Nettie L. Johnson, Miss Annis Kirby, Miss Jeanette C. Lynch, Miss Ethel I. Malloy, Miss Bessie L. McKevey, Miss Alaska M. Montgomery, Miss Janie E. Moore, Miss May D. Norris, Miss Adele W. Payne, Miss Bettye A. Reeves, Miss Lucy A. Royster, Miss M. Ora Sneed, Miss Margaret E. Stephens, Miss Mittie E. Trice, Miss Naomi Walker, Miss Badie S. White, Miss Mattie W. Whitehurst, Mr. Harry M. Whitted, Miss Edith M. Wilson.

Hillside Park High School

W. G. Pearson, L. E. Cannady, Jane E. Avant, Johnnie Bass, Katherine Champney, Teresa Claggett, W. H. Cole, Inez Coleman, Dorcas Croom, Jessie Diggs, Martha Dooms, Louise H. Elder, Mary L. Fisher, Florice J. Holmes, Virgie L. Jones, Grace Lanier, A. B. Massey, G. C. Massey, B. F. Page, Winella Peddy, Rachel B. Pratt, H. H. Riddick, Mary E. Tonkins, Mae B. Spaulding, Minnie P. Turner, Georgia S. Walker, B. F. Williams, J. M. Schooler, A. C. Alston, Portia Jordan, Gertrude Winslow, N. L. Long, J. E. Peele, T. L. Mann.

DUPLIN COUNTY*Wallace High School*

Miss Visel Savage, Miss Catherine Clossom, Miss Mary F. Lewis, Mrs. Isabella McGowen, Mrs. Mattie M. Pierce, Mrs. I. A. Williams, Miss Jeanette V. Summersett, Miss Vennie Stringfield, Mr. Francis Larkins, Miss Flossie Lee Kirby, Mr. J. H. Draughton, Mr. C. W. Dobbin.

Magnolia School

Prof. H. E. Williams, Mrs. Pattie Grimes, Miss Othell Faison, Miss Othonia Smith, Miss Eva M. Brooks, Miss Etta Monk, Miss Allie Carlton.

Duplin County Unit

Mr. P. E. Williams, Mr. J. V. Highsmith, Mr. E. W. Burnett, Mrs. F. E. Lennon, Miss N. E. Wright, Mrs. E. P. Creech, Mr. W. E. Smith, Mrs. M. E. Smith, Miss L. B. Truizeris, Mrs. M. D. Stanford, Miss Nettie G. Cooper, Miss Beulah E. Bryant, Mrs. M. J. Boney, Miss Mary White, Miss Hattie Carlton, Mrs. Chelsey Boney, Mrs. Lucy Manley, Mrs. Mary Cole Thompson, Miss Cornelia Best, Mr. George R. Jordan, Mrs. Beatrice Brewington, Mrs. Minnie J. Branch, Mr. Robert A. Merritt, Mrs. Tobitha Stephens, Mrs. Lillian Mathis, Miss Evelyn Henry, Miss Donnie V. Hall, Mrs. Annie J. Wells, Mrs. Annie B. Williams, Miss Eula M. Dobson, Miss Mildred L. Smith, Mrs. Eloise Larkin, Mrs. Rossie Blackmore, Miss Dora L. Merritt, Miss Beatrice Powers, Mr. Whitted Williams, Mrs. Edith B. Kenan, Mrs. Annie M. Kenion, Miss Lillie Frederick, Mr. Walter Giles, Mrs. Willie T. McKoy, Mr. Charles McKoy, Mr. J. E. Cromartie, Miss Mamie E. Williams, Miss Lena M. Branch, Miss Maggie Stokes, Miss Laura Brunson, Mr. Herbert N. Smith, Mr. Charles H. Chalmers, Mr. Richard H. Smith, Mr. Fitzhugh Murray, Mr. George McC. James, Mrs. Lucile W. Davis, Miss Daisy Brinson, Mrs. Edna Robinson, Mr. Jesse Dafford, Mrs. D. L. Frazier, Mrs. Mamie L. Turner, Mrs. I. M. Branch, Rev. M. S. Branch, Mrs. M. A. Ashford, Mrs. W. F. Johnson, Mr. Narcissus Wells, Mrs. Carrie Batts, Miss Ozie Best, Mrs. Jink B. Herring, Miss Mollie Smith, Mrs. Gertrude R. Wright, Mrs. Hattie Royal, Mrs. J. M. Normile, Mr. John F. E. Normile, Miss Alpha Lee Thompson, Miss Florence R. Everett, Miss Effie A. Everett, Miss Bessie L. Beaty, Mr. Bobbie L. Dunn, Mrs. Frances M. Hill, Miss L. D. Hall, Mr. R. J. Byrd, Miss Lillie B. Hall, Miss Taretha Middleton, Mr. Joseph C. Walters, Miss Mallie Cooper, Miss Veressie Williams, Mrs. Daisy Caldwell.

EDGECOMBE COUNTY*Edgecombe County Unit*

Mr. P. B. Bullock, Mrs. Bessie M. Taylor, Miss Beatrice E. Arrington, Mrs. Ethel H. Baker, Mrs. Bertha B. Williams, Mrs. Sarah B. Pitt, Mr. Anthony Shockley, Miss Martha Baker, Mrs. Ruth W. Price, Miss Lucile Townsend, Miss Catherine Pitt, Mrs. Evelyn Swann, Mrs. Bertha Worsley High, Miss Alice Hines, Mrs. Janet H. Haywood, Mrs. Catherine W. Smith, Mr. R. B. Smith, Miss Mabel Braswell, Miss Annie B. Carey, Mr. R. O. Korneagy, Miss Jayne Overton, Mrs. Causie H. Shelley, Miss Mae E. Singleton, Mrs. Ann G. Downs, Mr. A. T. Triplett, Miss

Naomi C. Parker, Mrs. Marie B. Heggins, Mrs. Marguerite Wimberly, Miss Virginia E. Poole, Miss Marie D. Mitchell, Miss Janie Elliott, Miss Katiebeth Mills, Mrs. Olive S. Eason, Mrs. Laura N. Coley, Miss Edith J. Powell, Miss Annie O. Walston, Mrs. Laura B. Holley, Miss Naomi Newley, Miss Blanche V. Holley, Mrs. Beatrice H. Somerville, Mrs. Viola W. Fitzgerald, Miss Elma Lawrence, Mrs. Maggie B. Chase, Mrs. Pauline Pridgen, Miss Ella Chambers, Mr. A. B. Whitlock, Miss Lucinda King, Mrs. Ethel Seasons Bullock, Mrs. Lula J. Sallman, Miss Annie R. Cruse, Mrs. Maude H. Cozart, Miss Annie M. Lyons, Miss Lucile E. Allen, Mrs. Theodosia Johnson, Mrs. Ada P. Williams, Mrs. Effie R. Batts, Miss Emma Grant, Miss Willie Forbes Bullock, Miss Fannie O. Vaughn, Mrs. Mabel Jones Brown, Miss Mary Perry, Miss Tyress M. Wilkins, Mrs. Nellie W. Barnes, Mrs. Lillian S. McKoy, Miss Bonnie Gorham, Miss Blanche Scales, Miss Panya Patterson, Mr. G. D. Hawkins, Mrs. Marion W. Spence, Mrs. Paulie K. Covington, Mr. Samuel A. Gilliam, Miss Louella Dickens, Mrs. Olivia E. Austin, Mr. Frank W. Danis, Miss Ruth Slade, Miss Ximena Pitts, Miss Georgia Mullens, Miss Florence Thorpe, Mrs. Ella Louise Pailin, Mrs. Emma A. Kates, Mrs. Beulah M. L. Griffin, Mrs. Effie M. W. Saunders, Mr. Russell B. Taylor, Miss Violet L. Perry, Miss Sallie A. Elliott, Mr. Nolan Little, Miss Ruby E. Sanders, Miss Mollie Luper, M. Maurice Bullock, Mrs. Louise King, Miss Susie Thorpe, Mrs. Marion W. Beasley, Mrs. Lorelle Holley, Miss Minnie Taylor, Mrs. Annie G. Harren, Mrs. Etta G. Haywood, Mrs. Lula M. Wall, Mrs. Mamie C. Hammonds, Miss Flossie J. Parker, Miss Martha McLinn.

Bricks School

Rev. J. W. Wiley, Miss Dorothy Bailey, Miss Elnora Murray.

Tarboro Local Unit

Mr. W. A. Pattillo, Miss Lois M. McNeill, Mr. Earl C. Burnett, Mr. William C. Pattillo, Mrs. Helen T. Parker, Miss Susie E. Mathewson, Mrs. Beatrice G. Burnett, Mrs. Laura R. Hammonds, Mrs. Emma O. Jones, Miss Reba E. Mayo, Miss Emily C. Hairston, Mrs. S. J. Pattillo, Miss Pearl J. Ward, Mr. Sylvester V. Brown, Mrs. Nannie W. Bryant, Mrs. Ruth M. Barnes, Miss Ruby A. Braves, Mrs. Minnie G. Woodley, Miss Helen A. Watson, Mrs. Minnie F. Forrest, Miss Virginia L. Hodges, Mrs. Mary P. Stancill, Mrs. Lucy M. Dunn, Miss Fannie O. Bridgers, Miss Eula Mae Bryan, Mrs. Ella W. James, Mrs. Martha M. Bullock, Miss Lillian E. Washington, Miss Catherine M. Anthony.

*Rocky Mount Schools**Booker T. Washington High School*

Mr. A. R. Lord, Miss Anna E. Brown, Mrs. Annis W. Bryant, Miss Johnie E. Bynum, Mrs. Ernestine Davis, Miss Onelia A. Davis, S. L. Dudley, Mrs. Esmeralda Hawkins, James A. B. Hubbard, Miss Edythe M. Robinson, Miss Dorothy Sizemore, Lois P. Turner, William Tweedy, Miss Pocahontas Whitely, Miss Ethel Wyche.

Lincoln School

C. T. Edwards, Mrs. C. A. Battle, Miss Ella L. Battle, Mrs. M. S. Bowen, Petty L. Brown, A. H. Bryant, Mrs. Nettie W. Drake, Miss Annie K. Flournoy, Mrs. Nannie Gaynor, Miss Mary Frances Lane, Miss Ethel M. Lucas, Mrs. Mary M. McKoy, Mrs. Corleese Morgan, Miss Vanie O. Murray, Mrs. Annie W. Neville, Mrs. Helen C. Redding, Mrs. Ruth E. Spencer, Miss Fannie L. Taylor, Mrs. Georgia Walker.

O. R. Pope School

Walter G. Byers, Mrs. Mary L. Backus, Mrs. Annie W. Battle, Mrs. Lena Daves, Mrs. Addie C. Grant, Mrs. Susie Hagans, Miss Minnie R. Lawrence, Mrs. Sarah S. Leonard, Miss Lizzie A. Pittman, Mrs. Theresa Pittman, Mrs. Lucy W. Pridgen, Miss Essie M. Setzer, Mrs. Martha Townsend, Miss Ila Mae Wood.

Annie W. Holland School

B. L. Ancrum, Mrs. Lendora Y. Brown, Miss Mabel Coote, Mrs. Lottie L. Cradle, Mrs. Lucille B. Davis, Miss Martha Evans, Mrs. Lillian W. Reeves, Mrs. Mary Wimberly, Mrs. Julia P. Wright.

South Rocky Mount School

Mrs. Annie Williams, Miss Mary C. Porter, Miss Lillian I. Smith, Mrs. Lillian Thigpen.

FORSYTH COUNTY*Woodland Ave. School, Winston-Salem*

Prof. R. W. Brown, Mrs. E. E. Bingham, Miss Eunice Burrell, Miss E. Faye Cash, Miss O. C. Howell, Mrs. M. C. Haith, Mrs. N. L. Lewis, Mrs. M. L. McCurry, Miss M. E. Osborne, Mrs. M. L. Pitts, Mrs. B. G. Robinson, Mrs. G. B. Tonkins, Mrs. N. L. Taylor, Miss Lucile Wesley.

Winston-Salem Teachers College

Mr. F. L. Atkins, C. J. Parker, Miss A. A. Smith, Miss E. F. Elliott, A. B. Reynolds, C. I. Withrow, Mrs. V. R. Withrow, G. A. Hall, J. T. Diggs, Miss F. E. Story, Miss R. O. Peddy, Miss R. M. Spurlock, T. J. Brown, Mrs. F. R. Coble, J. A. Atkins, Mrs. V. H. Miller, B. A. Bianchi, A. I. Terrell, W. F. Butler, Mrs. M. A.

Elam, Miss H. Temple, Miss L. B. Terry, Mrs. P. J. Williams, J. H. Wortham, Mrs. E. M. Campbell, M. M. Hauser, Miss C. B. Moore, Mrs. A. M. Riveria, Mrs. N. Woodland, N. F. Ryder, H. Taylor, G. L. Johnson.

Columbian Heights School

Mr. A. H. Anderson, Mrs. W. P. Bridgett, Miss E. L. Carter, Mrs. H. L. Christian, Miss Anna M. Cooke, Mr. L. A. Cook, Miss R. E. Diggs, Miss E. B. Duffy, Miss I. E. Dugas, Mrs. I. B. Ellis, Mrs. E. D. Fitch, Mrs. G. A. Gill, Miss T. M. Hargrave, Mrs. W. H. Kennedy, Miss E. M. Neal, Mrs. M. E. Paisley, Miss J. E. Phillips, Miss M. W. Phillips, Mrs. F. T. Reynolds, Miss E. M. Shelton, Mrs. E. G. Simpson, Miss E. C. Spencer, Miss E. L. Wentz.

Fourteenth Street School

Miss Janie L. Adams, Mr. J. D. Ashley, Mr. Delbert H. Banks, Miss Irma Banks, Miss Evelyn E. Carter, Miss Constance DeMoe, Miss Inez DeVane, Mrs. Essie Donohue, Mrs. Edith S. Douglass, Miss Mamie Faithful, Mrs. Esther Fountain, Miss Zetta K. Gabriel, Mrs. Hazel Garrett, Miss Lizzette Haiston, Mrs. Ella D. Haith, Mrs. Eleanor Hall, Miss Viola L. Haysbert, Miss Alma Hight, Miss Mamie Howell, Mrs. Mary Jeffries, Miss Doris Jenkins, Mrs. Nannie S. Johnson, Miss Sallie Lash, Mrs. Esther Lassiter, Mrs. Agnes M. Lee, Mrs. Cornelia McConney, Miss Viola M. McKnight, Miss Ida Mauch, Mrs. Willia Michael, Miss Glennie C. Miller, Miss Victoria Morris, Miss Piccola Morrow, Mr. Acknell Muldrow, Mr. McHenry Norman, Miss Rosa O'Kelly, Miss Rebecca Orender, Miss Eva Patterson, Miss Minnie Patterson, Mrs. Juanita Penn, Mrs. Arneize Ramsey, Miss Hazelle Ransom, Mrs. Letha Ridley, Miss Myra Rosemon, Miss Ella Bell Shears, Mrs. Josie Simons, Miss Currie Walls, Mr. U. S. Reynolds.

Franklin County Training School

Miss C. C. Ellis, Miss Mary L. Hill, Miss M. R. Perrin, Mrs. B. E. Underwood, Mr. T. E. Conway, Mr. C. A. Harris, Miss E. M. Syms, Miss C. E. McKnight, Miss Mary R. Littlejohn, Miss Madie White, Mrs. Annie M. Brodie, Mrs. Morning E. Leonard, Miss Gerald Yarbrough, Mrs. Lucy Yarbrough.

County Group

Rev. J. P. Mangrum, Mrs. J. P. Mangrum, Rev. B. F. Holt, Mrs. Q. E. D. Hawkins.

GATES COUNTY*Gates Training School*

Miss C. S. Raney, Mrs. L. M. Smith, T. S. Cooper, W. Lovelle Turner, Miss M. O. Briggs, Miss E. B. Polson, Mrs. R. A. Cooper, Miss Elreta M. Melton, Mrs. E. M. Hines, R. S. Cooper.

GREENE COUNTY*Greene County Training School*

Miss W. D. Carroll, Miss M. I. Edwards, Miss E. E. Evans, Miss V. J. Holland, Miss M. L. King, Miss J. A. McDuffie, Miss R. L. Suggs, Mrs. J. K. Boatwright, Mrs. G. S. DeVane, Mrs. H. T. Joyner, Mrs. C. B. Lipscombe, Mr. E. Brinson, Mr. C. T. Daniels, Mr. A. J. McKoy, Mr. L. A. Paige, Mr. L. H. Smith, Jr.

GASTON COUNTY*Stewart High School-Bessemer City*

Mrs. C. B. Stewart, Miss Florence C. Floyd, Miss Blanche T. Smith, Mrs. E. V. B. Tillman, Mrs. Evelyn Braden, Miss Josie Dowse, Mr. Jethro Henry, Mr. C. B. Stewart.

Gaston County Unit

Mrs. Mabel S. Boyce, Miss F. McLain, Mrs. D. M. Spencer, Mrs. L. O. Wellman, Mr. Rex H. Wellman, Mrs. Dora Humphrey, Mrs. Carnella Dunn, Mrs. Marie Hamilton, Miss Edith Parker, Mrs. Maude M. Jeffers, Mr. S. L. Parkham, Mrs. Hazel Booker, Mrs. Dorothy A. Webber, Mrs. Emma Gill McKoy, Mrs. Marion F. Stokes, Miss Isabel Wilkins, Miss Fannie Kress, Miss Annie Gibson, Mrs. Odessa M. Boulware, Mrs. E. D. Wilson, Mrs. E. M. Rippey, Mrs. Ovella F. Scott, Mrs. Mary H. Reeves, Mrs. Melissa Mauney, Mrs. Lula Davis, Mrs. Edith H. Wallace, Mrs. Leah W. Elder, Mrs. Lillian Crawford, Rev. C. F. Gingles, Miss Frenulla Cousar, Miss Virgie Cousar, Miss Ruth Adams, Miss Sara E. Costner, Mrs. Verna L. Humphrey, Mr. A. M. Rollins, Mrs. A. M. Rollins, Miss Johnnie Crawford, Mrs. K. M. Mattison, Mr. Thomas E. Grier, Mrs. Isabel Mauney, Mrs. Flora Adams, Mrs. Carrie C. Vining.

Reid High School-Belmont

Mr. C. J. B. Reid, Mr. T. Jeffers, Mr. H. S. Blue, Miss A. B. Reid, Mrs. F. D. Wilson, Mrs. R. M. Grier, Mrs. H. S. Blue, Miss Doretha M. Forney, Mrs. D. M. Falls, Mrs. R. L. Brown, Miss V. A. Webber.

John Chavis School-Cherryville

Miss D. M. Smith, Mrs. C. B. Byers, Miss R. L. Franks, Miss S. L. Phelps, Mr. W. E. Bess, Mr. H. G. Sullivan, Mr. F. L. Smith, Mr. W. H. Green, Mrs. W. C. L. Lassiter.

O. R. Pope

Miss Emma

Lincoln Academy

Miss L. V. Arrington, Miss L. B. Pruitt, Mrs. F. V. Edmonds, Mrs. Edna Draughan, Mrs. Lucile Morgan, Mrs. Grace Johns, Mr. G. W. Westerband, Mrs. G. W. Westerband, Dr. H. C. McDowell

Highland High School—Gastonia

Miss Ellen R. Allen, Miss Pauline Biggers, Miss Minnie O. Blue, Miss Sarah E. Costner, Miss Mary Dendy, Mr. Eugene Dunn, Mrs. Druella Galloway, Mr. Frances J. Glascoe, Mr. Charles Hamilton, Miss Marie R. Ingram, Miss Ruth Jackson, Miss E. Velma Jones, Miss Eva M. Law, Miss Cecelia Lawrence, Miss Mabel Lewis, Miss Elnora Mills, Miss Blanche C. Pagan, Mr. John Perry, Miss Janet Powell, Miss H. Eugenia Powers, Miss Myrtle Pryor, Mr. Roger Robinson, Mr. Robert Schooler, Miss Marie Thompson, Mr. T. C. Tillman.

GUILFORD COUNTY*A. & T. College*

Mr. A. J. Taylor, Pres. F. D. Bluford, Mr. W. T. Gibbs, Mr. L. A. Wise, Mr. T. B. Jones, Mr. S. B. Simmons, Mr. J. W. Mitchell.

William Penn High School

Mrs. Ethel Wilson, Mrs. Ethel Cobb, Mrs. O. T. Griffin, Mrs. F. B. Davis, Mrs. Clara Caldwell, Mrs. G. U. Yokely, Mr. C. E. Yokely, Mr. T. B. Smith, Mr. J. E. Reid, Mr. T. U. Hughes, Mr. S. E. Burford.

Palmer Memorial School

Dr. Charlotte Hawkins Brown, Miss Susie A. Harper, Mr. Cecil R. Jenkins, Miss Helen L. Merriweather, Mr. Chas. A. Grant, B. J. W. Grier, Rev. John Brice, Walter H. English, Kenneth R. Williams, Miss Amy P. Bailey.

Jacksonville School—Greensboro

Mrs. G. D. Woods, Mrs. F. L. Pookum, Mrs. P. W. Tillman, Mrs. H. H. Booker, Mrs. G. G. Brown, Miss M. L. Roberson, Miss L. J. Nelson, Mrs. M. V. Pope.

Washington Primary School

Mrs. M. L. Scarlette, Mrs. D. S. Enoch, Mrs. C. T. Forney, Mrs. L. J. Gregg, Miss I. S. Jones, Mrs. B. C. McLean, Mrs. D. S. McNair, Miss M. F. McConnell, Mrs. S. G. Newby, Mrs. V. A. Peeler, Mrs. G. T. Simkins, Mrs. I. S. Tucker, Mrs. A. F. West, Mrs. O. P. Womack.

Chas. H. Moore School

Miss W. E. Greene, Miss C. E. Hill, Mrs. S. E. Ruff, Mrs. S. E. Byarm, Mrs. P. A. Donnell.

Jonesboro School

Mrs. J. S. Leary, Mrs. E. L. Holmes, Mrs. E. M. Elliott, Mrs. H. H. Jones.

Terra Cotta School

Mr. T. H. Cowan, Mrs. H. H. Hill, Miss P. B. Scarlette.

Dudley High School

Mr. J. A. Tarpley, Mr. W. F. Taylor, Miss H. B. Whittaker, Mrs. A. P. White, Mrs. G. A. Rogers, Mrs. I. G. Minor, Miss N. L. Davis, Mrs. F. K. Gordon, Mrs. B. T. Grant, Miss N. Artis, Mrs. E. D. Holloman, Mr. W. A. Goldsborough, Mr. W. W. Johnson, Mrs. E. L. Penn, Mr. N. E. McLean, Miss L. L. Humphrey, Mrs. D. W. Hall, Mr. I. E. Johnson, Mr. E. L. Raiford, Miss G. T. James, Mr. L. C. Nixon, Mrs. A. H. Farrison, Mr. V. H. Chavis, Miss M. A. Colson, Miss J. B. Jones, Mr. D. L. Beger.

J. C. Price School

Mr. A. H. Peeler, Mrs. A. J. Alexander, Miss N. B. Bolden, Mrs. L. P. Dyson, Mrs. O. S. Grandv, Mrs. G. G. Hammond, Mrs. L. D. Holt, Mrs. C. H. Humphrey, Mrs. M. Y. Hairston, Mrs. A. A. Melton, Miss C. B. Minor, Mr. C. C. Miller, Mr. A. B. Moore, Miss C. L. McCollough, Mrs. L. D. Nelson, Mrs. A. M. Rivers, Miss M. E. Trent, Miss N. B. Wright.

Washington Grammar School

Mr. W. L. Jones, Miss L. E. Avery, Mrs. E. M. Barnes, Mr. F. J. Brown, Mrs. B. C. Barksdale, Mrs. A. C. Chavis, Mrs. A. L. Denny, Mrs. N. C. Jones, Mr. J. A. McKee, Miss L. C. Miller, Mrs. L. E. Morrow, Mrs. M. B. Pullins, Mrs. L. C. Tarpley, Miss K. H. White, Mrs. C. D. Wormley.

Leonard Street School—High Point

Mrs. Melzetta F. Adams, Mrs. Florida M. Atwater, Mrs. Eunice V. Baldwin, Mrs. Elizabeth Baker, Mrs. Mary H. Blackburn, Mr. Lester Boyd, Mrs. Thea Y. Brincefield, Miss Maggie M. Brooks, Miss Willie Marie Carter, Mrs. Julia Irvin Hall, Miss Willie Mae Hagler, Mrs. Callie J. Holmes, Mrs. Dahlia D. Ingram, Lillian S. Merritt, Mrs. Ophelia R. Morgan, Mrs. Margaret J. Simmons, Mr. Gordon L. Starks, Mrs. Cornelia B. Reid, Mrs. Blanche J. Whitted, Terah W. Whitten, Mr. Shepard S. Whitted.

Fairview Elementary School

Miss Myrtlene L. Grave, Miss Anna L. Jones, Mrs. Marie B. Sneed, Mrs. Lessie Fowle, Mrs. Eva A. Townes, Mrs. Pearl P. Burford, Mrs. Elizabeth R. Williams, Miss Bertha D. Lomax, Mrs. Magnolia M. Hart, Miss Mattie C. Robinson, Miss Nettie C. Moss, Mrs. Jessie B. Neal, Mrs. Janie K. Williams.

Bennett College

Miss Mildred A. Burris, Mr. Leonard A. Davis, Dr. R. Nathaniel D. T. Mrs. R. Nathaniel Dett, Dr. W. Edward Farison, Miss Frances Johnson, Miss Coragreen Johnstone, Pres. David D. Jones, Mrs. David D. Jones, Dr. Flenmie P. Kittrell, Dean P. A. Klugh, Mr. J. T. Morton, Jr., Mrs. Blanche R. Raiford, Miss L. Ferne Wood.

GRANVILLE COUNTY*Granville County Unit*

Mr. Warren Canady, Miss Selena Cousins, Mrs. Missouri Fair, Mrs. Olivia Sandford, Mrs. Charlotte Mitchell, Mrs. M. B. Williams, Mrs. Rosetta Pointer, Mrs. Maude Lassiter, Mrs. M. G. Davis, Miss Lessie Anderson, Mrs. Frances H. Jeffers, Mrs. Lula F. McGhee, Mrs. Ida Johnson, Miss Nell Burwell, Mrs. Beacher Williamson, Mrs. M. C. Goode, Mrs. L. Suitt Hedgepeth, Miss Maggie Moore.

Mary Potter School

Rev. H. S. Davis, Miss M. A. Tucker, Mrs. C. C. Lindsay, Mrs. M. B. Williams, Mr. Phil D. Glover, Mrs. H. S. Davis, Miss V. O. Reid, Miss R. H. Williams, Miss E. M. Johnson, Mr. F. M. Stewart, Miss D. Murphy, Mr. G. R. King, Miss Julia James, Miss D. E. Peace, Miss Edna Rogers, Mr. J. E. Tuck, Rev. Moses Belton.

Orange Street School—Oxford

Mrs. Nora D. Hicks, Mrs. Ruth H. Payne, Mrs. Frances W. Hawley, Miss Hallie S. Barnes, Mrs. Eva C. Anderson, Mrs. Bessie P. Tyler, Mrs. Bessie A. Ransom, Mrs. Ollie H. Johnson, Mrs. Marie T. Cureton, Mrs. Beulah B. Greene, Mrs. Beatrice H. Rogers, Miss Annie O. Lassiter, Miss Sallie A. Ridley, Mrs. James C. Baptiste, James W. Hall.

The Colored Orphanage

Mrs. L. G. Smith, Mr. Madison Lennon, Mrs. Elizabeth G. Cousins, Mrs. G. E. Alston, Mrs. Charles T. Alston, Miss Cornelia T. Greene, Mrs. Laura J. Cheatham, Mrs. M. Taylor Geer, Mrs. Rosa M. Cousins, Mrs. Catherine H. McGhee, Mr. T. K. Borders.

Creedmoor High and Elementary School

Mr. G. C. Hawley, Mrs. V. H. Green, Mrs. Willa V. Tate, Miss Ola P. Holloway, Miss Christine Townes, Mrs. S. P. Herndon, Mr. E. E. Canady.

GREENE COUNTY*Greene County Unit*

J. W. Joyner, Mrs. Rosa Dixon, Mrs. Esther A. Madison, Mrs. Nettie Turner, Mrs. Melva J. Morris, Miss Fredia Williams, Miss Evara Bryant, Mrs. Carrie B. Love, Mrs. Cora B. Artis, Mrs. Ethleen Woodard, Mrs. Ruth Hill Shaw, Mrs. Roberta S. Harper, Mrs. Narcissus Evans, Miss Helen Speight, Miss Martha L. Parker, Mrs. Ella S. Anderson, Mrs. Dorothy W. Suggs, Mrs. Charlotte J. Johnson, Mrs. Mary E. Brown, Mrs. M. L. Parker, Mrs. Maude Williams, Mrs. Annie Maye, Miss Alice Grimsley, Mrs. Vivian Moore, Miss Daisy Keys, Mr. R. A. Morris, Miss Viola Welch, Mrs. Agnes Taylor, Miss Lillian Elliott, Mr. H. P. Holley, Mr. George Williams, Mr. Isaac Jordan, Mr. George Joyner, Miss Mary Joyner, Miss Wilda F. Busbee, Miss Johnnie B. Russell, Miss Minnie Suggs, Mrs. T. M. Peoples, Miss Mary B. Nobles, Mrs. Lillie M. Mosley, Mrs. Clara A. Jordan, Miss Carrie Joyner, Miss Nishia Edwards, Miss L. E. McMurren, Mrs. Louise C. Joyner.

HALIFAX COUNTY*Enfield Graded School*

M. Davis, Mr. W. A. Bryant, Mrs. B. E. Bullock, Mrs. B. Pittman, Mrs. F. W. Hunter, Mrs. V. Thornton, Miss M. C. Murphy, Mrs. C. E. Whitaker, Miss G. V. Burke, Miss V. G. Brooks, Miss M. E. Morisey.

Halifax County Unit

Mrs. Susie Jones, Miss Susie Ford, Mr. L. A. Wilson, Mr. L. S. Haywood, Mr. F. P. Shields, Mrs. Dorinda Anthony, Mrs. Ida K. Knight, V. M. Ancrum, M. D. Thomas, C. C. Smith, Mr. A. R. Dees, Mrs. Bessie Smith, Mrs. Jessie W. Johnson, Miss Ethel Smith, Mrs. Blanche Smith, Miss Jessie Stewart, Miss T. C. Nicholson, Mrs. Lula Robinson, Mrs. Lillie B. Hill, Mrs. Irene B. Williams, Mrs. Irene Jones, Mr. C. J. Jones, Mr. E. G. Hubert, Miss M. E. Freeman, Miss L. H. Moore, Miss Mattie Eason, Mrs. Laura Foster, Mrs. A. C. Matthews, Miss C. E. Tucker, Miss B. T. Shields, Miss L. E. Shields, Mr. D. S. Thorne, Mr. C. G. Avent, Mr. S. P. Lewis.

HARNETT COUNTY*Shawtown High School—Lillington*

J. S. Spivey, Mrs. Margaret L. Spivey, Miss Doris E. Alford, Miss Florence L. Rice, Mr. P. H. Williams, Miss Lucy M. Newby, Mr. E. J. Rhue, Mrs. Clara M. Wall, Mrs. Rolista McKoy, Mrs. Viola McNeill, Miss Iola B. Black, Mrs. Carrie E. Bullock.

Harnett County Unit

Miss Parthenia Cooper, Mrs. Cherrie E. Cameron, Mrs. Cassie E. Spence, Miss Marv E. Williams, Mr. Victor Blackburn, Mr. L. E. Ferguson, Mr. H. M. DeVane, Mr. C. L. Walker, Mrs.

Mary M. Watson, Miss Mary E. Beatty, Mrs. Mary Sellars, Miss Elsie Allen, Mrs. Annie S. Wright, Mrs. Mary C. Copling, Mrs. M. L. Cameron, Mrs. Laola M. Taylor, Mrs. Wilma S. Prince, Miss Naomi McLean, Miss Jessie Smith, Mr. Lesley Parker, Mr. J. T. Turner, Miss A. E. Duncan, Miss Addie Swann, Miss Margaret McLean, Mr. John Humphrey, Miss Mary J. Chambers, Miss Ida M. Wright, Miss Mary J. Forte, Mrs. Ida D. Matthews, Mrs. Henry, Mr. A. B. McLean.

HERTFORD COUNTY*Ahoskie High School*

H. D. Cooper, Miss Georgie E. Hall, Mrs. Addie Lawrence, Mr. Sherman Greene, Mrs. Clarice H. Bizzelle, Mrs. Minnie T. Futrell, Mrs. Symra N. Cooper, Mr. Julius Futrell, Mrs. Mamie S. Colson, Mrs. Dora M. Peele, Mrs. Irene N. Yeates, Mrs. C. Arleen Gatling, Mrs. India E. White, Mrs. Candace C. Holloman, Mrs. Leila B. Patterson, Mrs. Dora A. Newsome, Mrs. Mildred N. Bond, Mrs. Maria Newsome, Mrs. Virginia M. Hart.

Ahoskie District School

Mr. E. T. Gatling, Miss Dessie Chavis, Miss Trolie Brown, Miss Agnes M. Sharpe, Miss Ila Butler, Miss Dounia M. Hill, Miss Arthalia Porter, Miss Mary S. Mitchell, Miss Mollie O. Watson, Miss Irene Collins, Mrs. Angas Weaver, Miss Sarah Simons, Mr. Theodore Hall, Mrs. Emma C. Freeland, Miss Wray Garrett, Mrs. Isabel Riddick, Mr. L. M. Jackson.

HERTFORD COUNTY*Waters Training School*

Miss Sallie Y. Bizzelle, Harwood R. Bond, Miss Esther M. Brett, Mrs. Viola Chavis, Mrs. Flora B. Collins, Mrs. Lillian Everett, Hugh C. Freeland, Mrs. Ardelle Garrett, Mrs. Albina S. Hall, Miss Dicie J. Hall, Walter B. Jamieson, Miss Alice Jones, Samuel F. Lewis, Mrs. Agnes S. Mitchell, Mrs. Dora T. Porter, Mrs. Amaza J. Reid, Mrs. Luvenia B. Rouson, Mrs. Fannie Sawyer, Miss Thelma W. Tuck, Miss Annie L. Watford, Mrs. Addie L. Weaver, Mrs. Ailine B. Weaver, Miss Theora M. Weaver, C. S. Yeates.

Harrelsville Unit

Miss Lizzie Askew, Miss Hattie Beverly, Earl Brown, Mrs. Amanda Cherry, Miss Fannie Jones, Miss Luvenia Harrell, Miss Virginia Jones, Miss Emma D. Lassiter, Percy Lassiter, Mrs. Theora M. Stallings, Miss Katie Sears, Miss Josephine Valentine.

Riverview Graded School—Murfreesboro

Hattie Everett, Bernice Flood, Louise Flood, Onethia Garrett, Rev. E. D. Harrell, Aurie Keene, Gladys Lawrence, Cora Lee, Ruth Manley, Rebecca Perry, Agnes Spiers, Ida Scott, Amobia Spruill, Dallas Spruill, Flossie Stephenson, Gertrude Strayhorn, Levister Scott, Fannie Vaughn, Catherine Weaver, John Wells, Festina Worthington, Cora W. Ramsaw, Claudia Reid, G. T. Rouson.

HOKE COUNTY*Hoke County Unit*

Mr. Thomas McLaughlin, Mrs. E. Williams, Miss E. Ray, Mrs. Eliza Bannerman, Miss Hannah Anders, Miss Violet Davis, Miss Lucile Hamlette, Miss Jessie Gilchrist, Miss H. Shuman, Mr. John Mumford, Mr. Campbell, Miss Ida Mae McKoy, Mr. L. V. Evans, Miss Leora Sherman, Mrs. James Chalmers, Mr. Fred Anders, Mrs. Rosa Anders, Mr. Alexander Giddie, Mrs. Purdie, Mr. T. V. Williams, Mrs. Rosa McNeill, Mr. Joseph McLaughlin, Mr. Joseph Drake, Miss Katie Broadway, Miss Quessie Anders, Miss Estelle Graham, Mrs. Marie M. Crumpton, Mrs. Ida McDuffie, Mrs. Mary McGeechay, Miss Crawford, Mrs. Venetta McCormick, Mr. G. R. Harrington, Miss Essie Lee McKoy, Mrs. Leona Coleman, Mr. Garfield Coleman, Mrs. Mary McLaughlin, Mrs. Lillian D. Gleaves, Miss Mabel Shaw, Miss Docia Treadwell, Mrs. Maggie Hoskins, Miss Marie Barr, Mrs. D. Quenodo, Miss Ida B. Leggett, Miss Lucy Mumford, Miss Vera Wilkerson.

Upchurch High School

Prof. D. P. Scurlock, Miss Annie G. Smith, Miss Sudie M. Fruzerla, Miss Ida J. Blue, Miss A. G. Avery, Mr. S. Williams, Mr. E. A. Simmons, Miss Susie Hearn, Mrs. C. M. Gaither, Miss B. M. Cox, Mr. C. E. McKoy, Mr. M. R. Smith, Mrs. Susie W. Scruggs, Miss G. Foushee, Mrs. C. B. Norman, Mrs. L. S. Watkins, Miss L. Matthews.

HYDE COUNTY*Colored School—Swan Quarter*

Miss Nannie Ervin, Miss A. Smith, Miss Ethel Mack, Miss Henrietta Montague, Mrs. Senie Shepard, Mr. William Bowser.

Hyde County Unit

Mrs. Evangeline F. Clark, Miss Lodia Allen, Mrs. Pinkie G. Hardy, Mr. James H. Hardy, Mr. Johnson Spruill, Miss Margaret Wilkins, Miss Marietta Wilson, Miss Marv E. Weeks, Mrs. Annie Bonner, Mrs. Carrie Whitaker, Mrs. Hattie E. Gibbs, Miss Elizabeth Blount, Miss Malania E. Clark, Mr. A. V. Slade, Mr. Alonzo Slade, Miss Rosa Slade, Mr. B. W. Barnes, Miss Bessie R. Parrish, Mr. J. R. Spencer, Mrs. S. M. Perkins, Mr. O. A. Peay, Mrs. M. E. Peay, Miss E. O. Clay, Mrs. J. A. Gray.

IREDELL COUNTY

Morningside High School

Mr. F. A. Tolver, Mrs. A. P. Tolver, Mrs. L. H. Ables, Mrs. C. M. Abernathy, Mrs. C. W. Foushee, Mrs. M. B. Hollowell, Mrs. L. P. Croom, Mrs. L. M. Hamilton, Mrs. D. Pryor, Mrs. R. E. Suggs, Miss B. Sherrill, Miss A. L. Littlejohn, Miss A. F. Maxwell, Miss M. G. Holley, Miss G. A. Burley, Mr. J. Royal Brown, Mr. G. F. Dalton, Mr. F. Ryder, Mr. A. D. Rutherford, Mrs. C. W. Nesby.

Iredell County Unit

Miss Francis Evans, Miss Euver Lee Mangum, Miss Lessie Truesdale, Mr. Troy A. Johnson, Mr. H. H. Blackburn, Mrs. Bessie McRae Riggs, Mrs. Lois Carson Twitty, Miss Lumacia Sherrill, Miss Fleecey Mae Griffin, Miss Estelle Young, Mr. Mason C. Miller, Mrs. Lilly Harris Gibson, Mrs. Mildred Holt, Mrs. Mary N. Morrison, Mrs. Sadie P. Murdock, Mrs. Irene C. Ellis, Mrs. Thelma A. Chambers, Mr. William Littlejohn, Miss Gladys King, Mrs. Mildred M. Littlejohn, Miss Vivian L. Allison, Mrs. Emma M. Jackey, Mrs. Jettie D. Morrison, Miss Amazie Goodman, Miss Willie Mae Holly, Mr. John A. Ramsauer, Mrs. Hattie Brooks, Mr. Quincy Davidson, Jr., Miss Allie Coble, Rev. H. T. Henry, Miss Nettie M. Smith, Miss Mildred M. Feinstern, Miss Eulalia Hall, Mrs. Beulah S. Cannon, Miss Jo Evelyn Hamm, Miss Sadie Hackett, Mrs. Mary C. Holliday, Mr. J. L. Hollowell, Mrs. Mildred Hollowell, Miss Esther Hill, Miss Cleoria Thomas, Mrs. Margaret Caldwell, Mrs. Margaret H. Carrell, Mr. M. H. Harrington, Mr. J. R. Walker.

JACKSON COUNTY

Jackson County Unit

Miss Mattie B. Hooker, Mrs. Uzzetta Biglow, Miss Fu'a B. King, Mr. Ralph H. Davis, Rev. John H. Davis.

JOHNSTON COUNTY

Richardson B. Harrison School—Selma

Miss E. V. Hamilton, Miss R. L. Rand, Miss N. B. Crowder, Miss I. A. Johnson, Miss R. Peacock, Mrs. S. A. Richardson, Mrs. A. G. Allen, Miss E. J. Sasser, Miss L. Vinson, Miss S. E. Atkinson, Miss P. P. Jones, Mrs. L. T. Stanley, Mrs. F. B. Holt, Mr. E. Hawkins, Mr. E. C. Bostic, Mrs. R. Dean, Mr. W. J. McLean, Mrs. A. A. McLean, Mrs. Elizabeth B. Coefield.

Short Journey School

Mrs. E. J. Cooper, Mrs. E. R. Vinson, Mrs. T. C. Taylor, Mrs. E. C. Hall, Mrs. Ruby H. Robinson, Mrs. Alberta Ransome, Miss Dollie E. McNeil, Miss Nonie S. Merritt, Miss Ione Vinson.

Princeton Graded School

G. W. Bryant, Miss Annie W. Bostic, Miss Mary E. Vinson, Miss Maggie J. Bryan, Lois E. Davis, Maud S. Horton, Miss Lottie M. Holt.

Johnston County Training School

Mrs. L. A. Smellie, Mrs. E. H. Jordan, Miss L. H. Riddick, Miss L. V. Harris, Miss R. J. Frink, Miss F. K. McNeil, Miss A. J. Parks, Miss N. L. Smith, Miss L. A. Bailey, Miss H. M. Watson, Miss C. D. Browne, Miss E. C. Bryant, Miss B. A. Grice, Miss O. B. Wilson, Miss A. J. White, Miss L. L. Gray, Mr. J. A. Bridges, Mr. M. C. Miller, Mr. H. K. Wilson, Mr. W. R. Collins.

Four Oaks School—Four Oaks

Mr. M. L. Wilson, Miss L. V. Murray, Mrs. Lillian F. Williams, Miss Sallie Sasser, Mrs. Ruby M. Jones, Mrs. Eliza Jenkins, Mrs. Se'ina Smith, Mrs. Lillian Futrell, Mrs. B. N. Brooks, Mrs. Minnie Martin, Mrs. Mildred Wilson.

LEE COUNTY

Lee County Unit

W. B. Vicker, H. T. Saunders, Miss C. E. Dawson, Mrs. Zenodia Headen, Miss Priscilla Jordan, Miss Dorothy Hayes, Miss Irene Blackwell, Miss Julia E. Taylor, Mrs. Patsy Alston, Mrs. Anita Whitfield, Miss Loleria Martin, J. C. Browning, Miss Bobbie Hammond, F. I. Quick, Miss Zenodia Horton, Miss Mayme Campbell, Miss Christine Clark, R. G. Perry, Mrs. Alice P. Perry, Mrs. Marie Emerson, Mrs. Vivian Diggs, Rev. J. E. McMillan, Mrs. Christine Crumpton, Mrs. Margaret Cox, Mrs. Cleopatra Blue, W. H. Monroe, Mrs. Ava Taylor, Mrs. Etta Crutchfield, Mrs. Martha Foushee, Mrs. Estelle Snipes, Mrs. Marce E. Bates, Mrs. Sadie McMillan, Mrs. M. V. Vicker, Miss Georgia Turner, Earl McMillan, Mrs. E. Pitts McHenry, Eugene H. Gadsden, Miss M. E. McKoy, Mrs. C. S. Jamerson, Rev. R. F. Jamerson, Miss Margie Starks, J. H. Gattis, Miss Helen Waddell, Mrs. Callie Tuck.

LENOIR COUNTY

Tower Hill—Kinston

Mrs. Carrie J. Albritton, Miss Kathryn Allen, Mrs. Vina Battle, Mrs. Helen Bynum, Mrs. Sarah Coward, Mrs. Elaine Fletcher, Mrs. Etta Lane, Miss Melissa Newkirk, Mrs. A. E. Sampson, Mrs. M. W. Smith, Mrs. Beatrice Strong, Miss Esther Watts, Mrs. Mary Williams, Mrs. Marion Womack, James A. Harper.

Lincoln City School—Kinston

Mrs. Margaret G. Fisher, Miss Dora M. Greene, Mrs. M. D. McElrath, Mrs. Lelia P. Mitchell, Miss Bessie Williams, Mrs. Nancy Williams, Rev. J. H. Sampson, Mr. E. S. Houston.

Adkin High School

Mr. W. W. Parker, Mr. T. A. Parker, Mrs. P. H. Parker, Mrs. O. R. Roper, Mrs. J. A. Harper, Miss R. B. Lassiter, Mrs. H. T. Tucker, Miss E. M. Greene, Miss R. P. Pope, Mr. S. C. Carraway, Mr. E. J. Baker, Mr. W. M. McElrath.

LaGrange High School

Mrs. S. A. Flanagan, Mrs. A. M. Frink, Mrs. R. B. Bryant, Mrs. A. D. Parks, Miss L. A. Steele, Miss M. G. Aldridge, Miss L. Hill, Miss J. Dawson, Mr. A. E. Murrell, Mr. E. B. Frink, Mrs. Almata D. Pridgen, Mrs. Clarice White, Mrs. C. R. B. Korngay.

Lenoir County Unit

Miss J. B. Harper, Mr. L. E. Raspberry.

LINCOLN COUNTY

Miss Rose Gaston, Mr. S. E. Biggers, Mr. U. L. Whitaker, Mr. A. G. Holland, Miss Annie B. Hart, Miss Lottie Adams, Miss Mary A. Donnell, Miss Rosebud Link, Miss Anna Loritts, Mrs. Derr McCollough, Mrs. Nora Hedrick, Mr. W. L. Mason, Mr. George Moore, Mrs. Pauline Moore, Miss Carrie Carson, Mr. V. M. Sumner, Mrs. Lucy Holland, Mr. Glenn Spencer, Mrs. Tabitha Froneberger, Miss Annie B. Wade.

MACON COUNTY

Chapel School

Mrs. Emma England, Mrs. Mark Ray, Mr. Frank Davis, Miss Edna Gilmer, Mr. Homer Kemp.

MARTIN COUNTY

Martin County Unit

Mrs. Ruth Anthony, Mrs. Basher Andrews, Mrs. Nancy A. Highsmith, Mr. Don G. Chance, Mr. J. H. Faulk, Mrs. Arbrutus Freeman, Mrs. Ruth A. Downing, Mrs. E. B. Andrews, Mrs. Joanna Dowdy, Miss Louise Cherry, Mr. Rufus S. Gaither, Miss Mary E. Andrews, Mr. N. W. Slade, Mrs. Fannie L. Slade, Miss Lucy Burnette, Miss Rebecca Everitt, Mrs. Carolin Shirley, Mrs. Madeline Grimes, Miss Annie M. Boston, Miss Ethel Walker, Prof. J. W. Grimes, Miss Rosa L. Brown, Prof. E. G. Armistead, Miss Eurie Andrews, Miss J. M. McMurrin, Mrs. Cymers Fagans, Miss Daisy Chance, Miss J. M. Graves, Miss Elora Chance, Rev. W. V. Ormond, Mr. Rueben Barnes, Mrs. Ella Strvon, Mrs. Mary S. Gray, Mr. M. L. Armistead, Miss Annie Slade, Miss Lou Ella Slade, Mrs. Clara Owens, Mr. Alonzo Jones, Mrs. Louise Bowens, Mrs. Mamie Knox, Miss H. L. Houghton, Miss Amaza Cherry, Miss Evelyn McCadden, Miss Mammie Bryant, Miss Katie B. Bunn, Miss Pearl Burnett, Miss Doretha Dafford, Mr. John S. James, Miss Rheta Highsmith, Miss Clara Griffin, Mr. W. T. Alexander, Mr. Elijah Keys, Miss Nellie Smith, Miss Alma Pritchard, Mrs. Beatrice Evans, Mr. Ralph A. Keys, Mrs. Erma Outerbridge, Mrs. Maletta Clark, Mr. W. R. James, Mr. W. V. Ormond, Jr., Mr. F. A. Mordicht, Miss Annie Moore, Miss A. M. Hassell, Miss Essie Mizelle.

Parmele Training School

W. O. Chance, W. R. Hooper, Mrs. J. J. Chance, Miss Martha Taylor, Miss Pearl Mobyn, Miss Fredericka Young, A. B. Wynn, M. A. Armistead, Mrs. Carrie Brothcers, Miss Virginia Johnson, Miss Hattie A. Bell.

Bethel School

J. H. Carraway, L. M. Garrett, Mrs. P. L. Ward, Mrs. M. T. Carraway, Mrs. A. F. Spence.

Williamston High School

Prof. E. J. Hayes, Miss Alma Derr, Miss Nora Cherry, Mrs. Doretha Chance, Mr. W. C. Witherspoon, Mr. J. P. Dennis, Mr. S. O. Jones, Miss Eula McCloud, Mr. R. N. Jackson, Mrs. Ethel Simmons, Miss Lela Chambers, Miss Blonnie Ellison, Mrs. E. L. Hayes, Miss Matilda Smith.

MCDOWELL COUNTY

Mrs. Bernice H. Crisp, Miss Margaret Greenlee, Rev. F. M. Beaver, Mr. Kermit Martin, Mr. B. G. Corpening.

MECKLENBURG COUNTY

Myers Street School—Charlotte

Miss Mary Wyche, Miss Estelle Arthur, Miss Mildred North, Miss Lillian Rudisill, Miss Frances Sampson, Mrs. Leila Davis, Miss Willie Gabriel, Mrs. Ruth Williams, Miss Minnie Phifer, Miss Dollie Young, Miss Willie Mae Gist, Mrs. Geneva Alston, Miss Hattie Russell, Mrs. Doretha Williamson, Mrs. Marie Flowe, Mrs. Mabel Russell, Mrs. Octavia Boyden, Miss Lenora Grier, Mrs. Frances Graham, Miss Fannie Miller, Mrs. Bessie Patterson, Mrs. Ella Vorce, Mrs. Annie Warner, Miss Louise Ray, Miss Elise Robinson, Miss Annie McKee, Miss Catherine Evans, Mrs. Inez Byers.

Johnson C. Smith University

Mr. David E. Carroll, Rev. Arthur H. George, Mr. Winslow Coleman, Dr. R. L. Anderson, Mr. Harold S. Adams, Dr. Maurice E. Thomassen,

Rev. A. Odell Steele, Dr. Cyril F. Atkins, Mr. J. J. Adam, Dr. H. L. McCrorey, Miss Cynthia A. Holmes, Mr. William C. Donnell, Rev. W. R. Mayberry, Mr. G. F. Woodson, Mr. E. L. Rann, Dr. Thomas A. Long, Mr. T. L. Gunn, Dean T. E. McKinney, Mrs. H. L. McCrorey.

West Charlotte High

Edmund H. Bolan, Mrs. Katherine Cresfield, J. Earl Colston, Miss Pauline Funderburke, Miss Willie Hauser, Miss Cecelia Jackson, Mrs. Queen C. James, Hodge D. Johnson, Thomas A. Martin, Samuel A. Moore, Miss Carrie E. Robinson, Joseph H. Towns, Clinton L. Blake.

Second Ward School

Mrs. M. M. Adams, Mr. James H. Baker, Miss Minnie Banner, Miss M. A. Brodie, Mr. E. H. Brown, Miss Zelma Caldwell, Mrs. W. R. Carson, Mr. O. W. Clarke, Mrs. M. Demond Beckwith, Mr. K. H. Diamond, Mr. A. P. Farmer, Miss K. E. Gibson, Miss Mattie Hall, Mrs. E. R. Herndon, Mr. L. E. Levi, Mrs. L. S. Malone, Mr. D. E. Moore, Mr. W. H. Moreland, Miss C. R. Norwood, Miss M. E. Pettice, Mrs. P. E. Phillips, Miss S. B. Robinson, Miss J. L. Spears, Miss A. K. Stewart, Miss Hannah Stewart, Mrs. J. B. Stinson, Mr. F. L. Wiley, Mr. J. E. Grigsby.

Alexander Street School

Mrs. J. W. Hemphill, Mrs. H. B. Givens, Miss B. W. Tyson, Mrs. S. L. Wyche, Mrs. M. L. Brewington, Miss R. V. Ezell, Mrs. L. Y. Harris, Mrs. D. P. Currie, Mrs. L. G. Harris, Mrs. B. W. Mulliens, Miss W. M. Price, Miss A. E. Stevenson, Miss V. M. Gullick, Miss I. Kyle, Miss S. E. Scott, Mrs. H. Q. Mayberry.

Morgan School

Mrs. E. R. Anderson, Mrs. Mildred Brodie, Mrs. Floretta Gunn, Mrs. Luvenia Jeans, Mrs. Willie R. McKissick, Mrs. Ethel Butler, Mrs. Mildred Alexander, Mrs. Vivian Washington, Miss Zilla Ledbetter, Miss Grace Crawford, Miss Florenia Frazier.

Fairview School

Mrs. M. G. Davis, Mrs. V. L. Ferguson, Miss J. M. Croome, Miss R. L. Douglas, Mrs. G. E. Yancev, Miss M. L. Andrews, Miss M. J. Jackson, Miss F. H. Partee, Mrs. H. P. Moreland, Mrs. J. W. Herriage, Mrs. D. F. Steele, Miss E. E. Morris, Miss L. D. Cummings, Miss C. M. Cathey, Miss H. S. Anderson, Mrs. A. M. James, Mrs. B. C. Scales, Miss M. M. Reid, Mrs. O. J. Tate, Mrs. H. D. Williams, Mrs. M. M. Conner.

Isabella Wyche School

Miss Geraldine Cabiness, Miss Mary Lee Cousar, Mrs. Cora J. Borton, Mrs. Gladys L. Greene, Miss Venetta Grier, Mrs. Lucile M. Hamilton, Mrs. Thelma Hunt, Miss Louise N. Kirkland, Mrs. Edna McKeithan, Mrs. Gladys Moreland, Mrs. Frances Nash, Miss Lillian Perry, Mrs. Inez Roberts, Mrs. Rose Pitts, Mrs. Grace E. Wiley, Mrs. Kellyne Wyche, Miss Beulah Moore.

Biddleville School

Miss C. E. Hart, Mrs. R. L. Love, Miss W. M. Foster, Mrs. D. H. Dusenbury, Miss S. L. McCombs, Miss L. E. Byers, Miss A. F. Brown, Miss I. L. Shute, Mrs. J. S. Gray, Mrs. F. H. Witherspoon, Mrs. E. S. Robinson, Miss E. D. Hill, Miss H. D. Mayfield, Mrs. L. G. Warren, Mrs. S. P. Sasso.

Mecklenburg County Unit

Mrs. Ruth Alexander, Mrs. Viola Alexander, Mrs. Beatrice Barnes, Mrs. Bessie Beatty, Mrs. Effie Beavers, Miss J. E. Brown, Mrs. Corrie Chisholm, Rev. A. P. Corley, Mrs. Aldrich Davidson, Mrs. Eva Davidson, Mrs. Minnie Davis, Mr. Junius Diamond, Miss Pearl Dinkins, Mrs. Julia Douglas, Mrs. Lillie Ferguson, Rev. J. H. Gamble, Mrs. Minnie Gamble, Mrs. A. L. Hailey, Mrs. Fannie Hargrave, Mrs. Fannie Ivey, Mrs. A. G. Jenkins, Miss Mary E. Johnson, Mrs. Mamie King, Miss Sallie Ledbetter, Miss Dovie Lowe, Mrs. Luvenia Lyles, Mr. Beauregard Martin, Mrs. W. Crane Martin, Mrs. Jessie McCain, Mr. W. L. North, Miss Ruth Oglesby, Miss Louise Osborne, Mr. L. E. Poe, Mr. Eugene Potts, Miss Laura Price, Mrs. Eliza Russell, Mrs. Francis Thomas, Rev. J. H. Ward, Miss Rosetta Williams, Mr. Clarence Moreland, Mrs. Laura Phelps, Mrs. Susan Prince, Mrs. V. L. Rann, Miss I. E. Stephens, Miss Bessie Baucom, Mrs. Nannie Corley, Mr. E. A. Chisholm, Mr. I. I. Graham, Rev. R. L. Moore, Mrs. Helen Hailey, Mrs. Marie Clark, Miss Zettie Sherrill, Mrs. Ruth Powell, Miss Esther Stinson, Mr. J. K. Hailey, Mr. G. E. McKeithan, Mrs. Estelle Smith, Mrs. Mary P. Hill, Rev. W. H. Davidson, Miss Wilma Powell, Mrs. Joretha Isler, Miss Leland Bishop, Miss Essie Stitt, Mrs. Perry Owens, Mr. W. S. Hardy, Mr. C. E. Graham, Mr. C. G. Martin, Mrs. Maggie Moore, Miss Utrilla Dean, Mrs. Alma Wilson, Mrs. Marie Miller, Mrs. Nellie B. Dykes, Mrs. C. E. Rabb, Mrs. Cornelia West, Mr. R. A. Moore, Miss Bessie Kirkpatrick, Mrs. Creola Moore, Mrs. Beatrice Brown, Mrs. Abiah Winston, Miss Mary Coles Shaw, Mrs. Wilma Long, Mr. William Gordon, Mrs. Bessie Grant, Mrs. Mary Neal Carraway.

Clear Creek High School

Mr. P. P. McCorkle, Mrs. W. G. Williams, Mrs. D. C. Orr, Miss Mamie Wallace, Miss Lula Blue, Mr. J. H. Gunn, Mr. J. M. Murphy, Mrs. E. W. Martin.

MOORE COUNTY

Berkley High School

Mr. J. F. McRae, Mrs. J. F. McRae, Miss Louise Falls, Miss Frances Organ, Miss Cleo Clark, Miss Geneva Evans, Miss M. Theresa Byrd, Mr. T. B. Hayes, Mr. H. G. Faucette, Miss Fanette Morrow.

Chelsea School—Pinchurst

Miss E. V. Pride.

Lincoln Park School—Addor

Mr. W. A. Gray, Miss M. Verona Byrd, Miss C. McLean.

West Southern Pines

Miss Pauline Watson, Miss Wilma G. Hasty, Mrs. Mary K. Hill, Mrs. Louise Lockhart, Miss Otelia Sanders, Miss Cora J. Steele, Mrs. Novella Wilson, Miss Bertha Pitts, Mr. J. T. Saunders, Mr. E. L. Saunders, Miss Addell M. Beattie, Miss Ruby Dusenbury, Mrs. J. S. Brown, Miss Mary L. Hasty, Mr. Texas U. Connor, P. R. Brown, Mrs. D. Shelton Stephens.

Moore County Unit

Mrs. I. M. Crawford, Mrs. E. L. McKenzie, Mrs. Dora Dowdy, Mr. Y. L. Turner, Miss Annie L. Jackson.

Vineland School

Mr. S. J. McKethan, Mrs. Thelma P. Smith, Mrs. Mary A. Horton, Mrs. S. J. McKethan.

Pinckney High School

Mrs. A. W. Blue, Miss Nezza M. Jackson, Mr. S. Y. Calvert, Mr. J. T. Penman, Mr. R. O. Taylor, Mr. T. J. Culler, Miss A. E. Kelly, Miss Annie Hooge, Miss B. F. Franklin, Miss Melba Peoples, Mrs. Inez Hawkins, Miss E. L. Barrett.

NASH COUNTY

Colored Public Schools—Spring Hope

Melvin G. Bullock, Mrs. Minetta G. Eton, Thomas Cumberly, Emory Sparks, Mary S. Ward, Mary C. Willis, Cozelle Ralford, Alma Caviness, Armenta Schee, Ida S. Lowe, Prof. J. W. Eaton.

Nash Training School

Mr. W. L. Greene, Miss Rose E. Jones, Miss Rosalie E. Jolly, Miss Molly B. Moody, Miss Jaurita Aston, Mr. R. E. Fitzgerald, Mr. O. D. Moore, Mr. James L. Lassiter, Mrs. Georgia R. Greene, Mrs. Naomi Person, Miss L. L. Graham, Miss A. M. Spivey, Mrs. Dorothy Gray, Miss Mary Rice.

Middlesex School

Mrs. M. A. Farte, Miss Katie Scales, Miss Marian Troxler, Mr. Henry Wilson.

Nash County

Mrs. Rena D. Avent, Miss Katie E. Battle.

NEW HANOVER COUNTY

New Hanover County Unit

S. W. Wright, Louise H. Moore, Mary H. McFarland, Eliza Johnson, Ada C. McKoy, Katie M. Davis, Elsie H. Colvin, W. H. Blount, L. E. Cobb, L. W. Lee, Essie Miller, Lulu E. Mack, Sarah Sneed, Ruth Ferguson, C. A. Dodd, Fannie McCombs, Lucile Loftin, Isahell Barnhill, A. E. Webber, Esther Sharpless, Mrs. Carrie M. Davis, Mrs. E. B. Wolst.

Peabody School

Miss H. E. Cannady, Miss C. E. Carter, Mrs. A. A. DeVaughn, Miss D. Dodd, Miss A. M. Gill, Mrs. N. M. Greene, Miss L. M. Hardy, Miss K. L. Hooper, Mrs. Z. C. Lane, Mrs. S. H. Mallette, Miss E. F. Moore, Miss M. McGhee, Miss A. L. Ormond, Mrs. S. L. Perkins, Miss I. B. Randall, Mrs. M. J. Rogers, Mrs. M. E. Scott, Mrs. I. L. Sparrow, Mrs. E. B. Telfair, Mrs. A. W. Watkins, Mr. C. H. McDonald.

Williston Industrial School

Miss Sarah E. Avant, Miss Hattie Ballard, Mrs. Mary Belden, Mrs. Ruth Brown, Mr. Charles Brvant, Miss Jane Burnett, Mrs. N. R. Cotton, Miss Bettv Graves, Mrs. Elizabeth Holmes, Miss Leonard Green, Mr. C. M. Halthman, Mrs. Effie Harlee, Miss Margaret Harris, Miss Sadie Hooper, Mrs. Brenda Jervey, Mr. James A. Johnson, Mrs. Hannah E. Kelly, Mrs. Ann C. King, Mr. John W. King, Miss B. B. Leonard, Mrs. A. W. Lofton, Miss Ruby Mitchell, Miss Frances Payne, Mrs. C. J. Robins, Miss Elizabeth Sadgar, Miss Rose F. J. Rogers, Miss Elizabeth Sadgar, Miss Rose Scott, Mrs. M. A. Shaw, Miss H. Melvin Wall, Doris Telfair, Mr. G. L. Vick, Mr. Melvin Wall, Mr. Richmond Wall, Mr. Rudolph Webber, Miss Fannie P. White, Mr. Robert White, Mrs. Lucille Williams.

Williston Primary School

Mrs. A. J. Bailey, Mrs. M. N. Belden, Mrs. D. B. Bryant, Miss K. S. Crawley, Mrs. M. F. Emanuel, Mrs. V. F. Halthman, Miss M. E. Johnson, Miss C. H. Lane, Miss I. A. McIver, Mrs. L. S. McKoy, Miss A. L. Moore, Miss S. A. Suljivan, Miss M. M. Tucker, Miss A. L. Williams, Miss Z. R. Williams, Miss S. H. Willis, Miss L. G. Whiteman, Mr. B. T. Washington.

NORTHAMPTON COUNTY

Seaboard High School

J. N. Gill, Mrs. R. B. Gill, Miss L. M. Pierce, Mrs. M. J. Murphy, Mrs. N. J. Ramsey, Mrs. E. A. Young, Mrs. M. J. Meares, Miss A. L. Foriest, Miss V. M. Boyd.

Jackson School

Mr. Jacob Lawrence, Miss Kathryn Lassiter, Mrs. Alma Earl, Miss Eunice Randolph, Miss Madge Kee, Mrs. Kate Brown.

Woodland School

Miss W. M. Jeffries, Mr. M. P. Jones, Miss L. V. Alston, Mrs. Bernice Ashe, Mrs. E. B. Powell, Mrs. Geneva Jones.

County Group

Miss Bettie Boone, Mrs. Mittie Boone, Rev. E. B. Sugg, Mrs. Ollie Sugg, Miss Annie Parker, Mrs. Armitie Johnson, Miss Helen Saunders, Miss Eloise Hexstall, Miss Catherine Jeffries, Mrs. Elnora Melton, Mrs. Joanna Richardson, Mrs. Novella Branch, Mr. W. H. Hill, Mrs. Claudis D. Flythe, Mrs. Ariminta Page, Rev. W. H. Lewis, Mrs. Helen Rawls, Miss Helen Sykes, Miss Vivian Vicks, Mrs. Sophia Faison, Mr. Alexander Judkins, Mrs. Margaret Judkins, Mrs. Hazel Squire, Mr. E. P. Tann, Mrs. Callie Johnson, Miss Viola Mack, Mrs. Hester Jordan, Mrs. Blanche Edwards, Miss Clyde Pearce, Mrs. Hester Reid, Mr. G. N. Reid, Mrs. Ruth Jacobs, Mrs. Claudia Stephenson, Mrs. Eva Overton, Mrs. Kate Brown, Mrs. Corinne Lassiter, Miss Ruth Jordan Jackson, Mrs. Mary Johnson, Miss Pauline Tann, Mrs. Lottie Parks, Mrs. Devolia Gordon, Mrs. Ruth G. Boone, Miss Ernest Maggette, Miss Marie Moore, Mr. W. S. Creecy, Jr., Dr. W. S. Creecy, Sr., Mr. C. R. Paige.

ORANGE COUNTY

Orange County Training School

Miss Olivia Waddell, Mrs. Undean Jones, Miss Maude J. Scarlett, Miss Ann E. Leach, Mrs. Evelyn Ragsdale, Miss Eleanor Sellers, Miss Leola C. Bettis, Miss Sybil L. Haile, Mrs. M. Norma Snipes, Miss Josephine Jones, Mrs. Felicia V. Holmes, Mr. Carl Easterling, Mr. H. M. Holmes, Miss Pearl Smithwick.

Orange County Unit

Miss A. D. Harris, Mrs. Ava Lofton, Miss Novella Evans, Miss Celeste Jones, Mrs. Annie S. Morton, Miss Ethel Stanfield, Mrs. H. V. Brooks, Miss L. P. Vanhook, Miss Ruth Stanfield, Mr. A. A. Hurt, Mrs. Rosa Holoway, Mrs. Annie Whitted, Mrs. Eleanor Brown, Mrs. L. W. Lacey, Mrs. M. Freeland Battle, Mrs. Lena Richardson, Miss Sarah Caldwell, Mrs. Minnie Forte, Mrs. Annie Miles, Mrs. M. W. Gant, Mrs. Clementine Walker.

ONSLOW COUNTY

Jacksonville School

J. K. Broadhurst, A. W. Broadhurst, A. B. Parker, A. B. Kerr, S. R. McLendon, Viola King, W. V. Skinner, S. R. Hammonds, F. M. Bell, J. S. Thompson.

Oonslow County Unit

Mrs. Agatha Lavender, Mr. H. F. Murrill, Mrs. Nettie V. Hardison, Miss Annie R. Graham, Mr. W. F. Marshburn, Mrs. Helen Pollock, Miss Esther Murphy, Miss Louise Blount, Mr. A. Bert James, Mrs. Maggie Kornegay, Mrs. Eliza Stanford, Miss Lillian Parker, Mrs. Georgia Fonville, Mr. W. A. Jordan, Miss Phyllis Parker, Mrs. Pearl D. Parker, Mr. Louis Parker, Mrs. Dorothy Newby, Miss Julia Richardson, Miss Al Golden Baker, Miss Mary Newby, Miss Carrie Mae Holmes, Mrs. Ruby McDowald, Miss Carrie M. Davis, Mr. William James, Rev. D. W. Holt, Miss Mae D. Foreman, Miss Mary L. McRae, Miss Ethel V. Davis.

PAMLICO COUNTY

Pamlico County Training School

Mrs. Sula B. Alston, Miss Winnie E. Joyner, Miss Lula A. Dixon, Miss G. B. Murphy, Mr. W. H. Patillo, Mr. T. L. Jones, Mr. Lloyd H. Davis.

Pamlico County Unit

Miss Ethel Moore, Miss Rosetta Ellison, Mr. J. T. Cherry, Mr. Hugh M. Jenkins, Miss Emma Tucker.

PASQUOTANK COUNTY

Elizabeth City Teachers College

Dean S. D. Williams, Mrs. S. D. Williams, Prof. J. W. Whitehead, Mrs. J. W. Whitehead, Prof. Jas. Clark, Prof. J. H. Bias.

P. W. Moore High School

Miss A. E. Tann, Mrs. Jennie Butler.

PENDER COUNTY

Pender County Training School

Prof. J. T. Daniel, Prof. L. C. Anderson, Mrs. L. B. Daniels, Mrs. Venetta Anderson, Mrs. Annie B. Oldham, Mrs. H. V. Gattison, Mrs. Annie C. Williams, Miss Eleanor Moore, Miss Bertha Martin, Miss Ida D. King, Miss Lillian Jackson, Miss Alice L. Coleman, Mr. J. Rudolph Moore, Mr. Henry M. Bass, Mr. Joseph Lowery, Mrs. Cora P. Ringer.

Burgaw High School

Prof. C. F. Pope, Mrs. Lizzie R. Pope, Mr. Richmond Carr, Mr. John Edwards, Miss J. Wilsona Butter, Mr. John E. Dixon, Mrs. Clara J. Moore.

Pender County Unit

Mrs. Avery Carr, Mrs. Margaret B. Loftin, Mrs. Helen G. McIntire, Mrs. Lillian W. Kean, Miss Ruth Moody, Miss Sadie Williams, Miss

Frances L. Murray, Miss Allie M. Fennell, Miss Geneva Fennell, Miss Rosa B. Shaw, Miss Bettie R. Farrior, Miss Mamie I. Hand, Miss Mattie P. Bell, Miss Ernestine Smith, Prof. W. R. Parker, Mrs. Carrie B. Parker, Miss Sadie E. Ringer, Miss Valdosia James, Mr. Stephen Fennell, Mrs. B. Ringer Fennell, Mr. Thomas M. Ringer, Mrs. Leona Johnson, Miss Rebecca Simpson, Mrs. Helen Hall, Miss Thelma Brewington, Mrs. Thelma McMillan, Mrs. Mollie Holmes, Mrs. Mary Powers, Miss Ruth McKnight, Mrs. Annie Carr, Miss Geneva Moore, Mrs. Janie Bannerman, Mrs. Lizzette Pierce, Mrs. Miretta Bellamy, Mrs. Ludie Washington, Mrs. Sabre Holmes, Miss Clara A. Marshburn, Miss Sarah Dick, Miss Carrie Bell, Mrs. Janie Hines.

PERSON COUNTY

Person County Training School

Mr. R. J. Douglas, Mrs. A. B. Ford, Mrs. H. H. Fountain, Mr. J. L. Garriss, Miss B. L. Harris, Mrs. R. R. Hester, Miss E. D. Hester, Miss Saloma Jeffers, Miss M. U. Johnson, Mr. A. W. Jones, Mr. L. W. Brooks, Mrs. E. C. Brooks, Mrs. P. E. Burton, Mrs. F. S. Humphrey, Miss M. M. Graves, Miss R. E. Moore, Mrs. P. A. Williamson, Miss B. E. Saunders, Mr. J. C. Owens, Miss L. A. White, Mr. H. L. Price.

Person County Unit

Mrs. Charlotte Webb, Mr. T. H. Jeffers, Miss Lottie Williams, Mrs. Rosetta Thomas, Miss Ruth Jeffers, Mrs. Lucy Mason, Mrs. A. A. W. Jones, Mrs. Connie Hester, Mrs. Cora Lytle, Mr. Clarence Lytle, Miss Sudie F. Villines, Miss Lucy Brooks, Mrs. P. H. Pittman, Miss Annie Boulware, Miss Augusta Graves, Miss Dora Allen, Miss Grace Brooks, Mr. Harvey Wilson, Mr. P. L. Hairston, Mrs. Alice Brooks, Mrs. Louise Carter.

PERQUIMANS COUNTY

Perquimans County Training School

Mr. K. A. Williams, Mr. E. L. Fair, Miss P. E. Perry, Mrs. B. C. Maye, Mrs. I. E. Rogerson, Mrs. P. E. Bembry, Mrs. D. Y. Williams, Mrs. L. C. Perry.

Perquimans County High School

Mr. W. R. Privott, Mr. W. J. Thompson, Mrs. J. L. Privott, Mr. Floyd B. Holley, Mr. A. H. Eason, Mr. J. S. Thompson, Mr. I. B. Dail, Mr. W. C. Riddick, Mr. G. B. Lowe, Miss M. L. Felton, Mr. E. S. Perry, Mr. A. N. Kingsbury.

Perquimans County Unit

Rev. A. Jordan, Mrs. Mary Newby, Mrs. Laura Lowe, Mr. Earl Daughtery, Mrs. Annie Simmons, Mrs. Dixie Brothers, Mrs. Isetta Hollowell, Mrs. Evora Newby, Mrs. Salome H. Brothers, Miss Rosa Reid, Mrs. Edna Zachary, Miss Cleo Felton, Miss Hazel Overton, Mrs. Annie Shinner, Mr. Dewey Newby, Mrs. Martha B'anchard, Mrs. C. B. Thompson, Miss Nellie Holley, Miss Mary Summers, Miss Addie Hoffer, Miss Elvora Nixon.

PITT COUNTY

Pitt County Unit

Mrs. C. K. Lewis, Miss H. B. Holley, Miss N. M. Stokes, Mr. Matthew Lewis, Miss Hattie Gathin, Mr. S. A. Rowe, Rev. E. S. Parker, Mrs. Fannie R. Parker, Miss Betty Savage, Mrs. Pearl Gardner, Mrs. Ethel Lloyd, Miss Willie M. Gorham, Mrs. Flora L. Price, Mrs. Dora Tillette, Miss Stella Dixon, Mr. L. Williams, Mr. Elmond Elliott, Miss Alveta Purnell, Mrs. Madie Murphy, Miss Nellie Cox, Mrs. Hallise Carraway, Mr. Chas. Anderson, Mrs. Chas. Anderson, Mr. Amos Mills, Mrs. B. Newell, Miss Mammie Carey, Mrs. S. Long, Mrs. Thelma Elliott, Mr. C. M. Suggs, Mrs. E. S. Lloyd, Mrs. Ada Suggs, Mrs. Ethel Hebron, Miss Mabelle Dupree, Mr. Olin Dupree, Mr. C. C. McGlove, Mrs. W. Coburn, Mrs. E. P. Jones, Miss Rebecca Ellington, Mrs. D. L. Gibbs, Miss C. C. Armistead, Miss M. J. Kelly, Mrs. Bertha Watts, Mr. J. H. Ormond, Miss D. E. Willoughby, Mrs. M. F. Boyd, Miss S. A. Phillips, Miss Rosa Hopkins, Miss Melba McKenedy, Mr. A. R. Bowe, Mr. A. C. Hill, Mrs. Gertrude Hill, Mrs. Anna Mason, Miss E. G. Wiggins, Miss M. T. Paige, Miss L. H. Vines, Mrs. Lillian Artis, Mr. I. A. Artis, Mrs. M. K. Strong, Mr. G. R. Whitefield, Mr. M. W. Rountree, Mr. Golden Roland, Mr. A. Winslow, Mr. C. L. Bembry, Miss Rosa L. Harris, Mrs. L. M. Perkins, Miss J. M. Alexander, Miss Sadie Paice, Mrs. Maggie Woodard, Miss Lillian Alexander, Mr. F. M. Kennedy, Miss Rosa B. Love, Miss Sadie Savage, Mrs. Josephine Reeves, Miss Annie Wilson, Miss Annie Ebron, Mrs. Bethany Wilson, Miss N. B. Hyman, Mrs. Sarah Boadley, Mrs. W. F. Godett, Mrs. Ethel Terry, Mr. Herbert Skinner, Mr. W. H. Robinson, Mr. Samuel Cox, Miss V. Dudley, Mrs. S. J. Mason, Miss H. G. Jordan, Mrs. M. Knight, Mrs. Laura Carr, Mrs. Mary L. Newton, Mrs. Aquilla Jenkins, Mrs. Della M. Bennett, Miss Cherrie Bell, Miss I. M. Donnell.

Pitt County Training School

Mr. L. E. Rasbury, Miss M. E. Spivey, Miss Velma Turnage, Miss Louise Hill, Miss Ruby Crews, Miss Louise Short, Miss E. L. Latham, Mr. E. B. Carraway.

Greenville Graded Industrial and High School

Mrs. A. H. Armstrong, Mrs. C. F. Artis, Miss Doris M. Belle, Miss Lena Bradley, Mrs.

Madge Allen Cherry, Mrs. N. W. Cherry, Mrs. C. V. Chase, Mrs. D. R. Daniels, Mrs. W. H. Davenport, Miss Bertha Donnell, Miss Mildred Graves, Miss Madeline Harris, Mrs. E. C. Johnson, Miss Ruth Johnson, Miss Dollie Kays, Mr. George Mabry, Miss Louise Morgan, Mrs. O. Battle Myers, Mrs. M. C. Norcott, Mrs. E. P. Norris, Mrs. R. E. North, Mrs. M. B. Parker, Miss Flora Phillips, Miss Sadie Sauter, Mrs. L. S. Simmons, Miss Lena Smith, Mrs. L. R. Taylor, Miss Minnie P. Turner, Miss Elizabeth Williams, Prof. Charles M. Eppes.

POLK COUNTY

Polk County Unit

L. R. Wells, Mrs. L. R. Wells, Mrs. A. B. Tucker, Rev. W. M. Massey, Miss Ophelia Carson, Mrs. S. B. McIntyre, Miss Myrtle Johnson, Mrs. Della Davenport, Miss O. B. Wiggins, Mrs. R. E. Patton, Mrs. H. H. Hannon, Mr. Louis Thompson, Miss Georgia Lyles, Mrs. Blanche Lyles, Mrs. Lola Jackson, Mrs. Esther Aikens, Miss Martha Bell Brown.

RICHMOND COUNTY

Hoffman High School

Mr. D. W. Perkins, Mrs. E. J. Perkins, Mrs. E. C. Frazier, Miss Theola Bethea, Miss Susie B. Arrington, Miss L. D. Byrd.

Hamlet City School

Administrative Unit

Roland Clark, F. W. Douglas, Miss A. L. Foreman, Miss C. I. Fort, Miss C. L. Harris, Mrs. N. V. Jones, Mrs. Bernice Lassiter, Miss C. V. Lawson, Mrs. Carrie J. Lawson, Miss M. G. Lawrence, J. W. Mask, Mrs. F. P. Mask, Miss Tero Martin, Mrs. Roy McEachern, Mrs. V. D. McEachern, Miss R. G. McNeill, Mrs. Alma McRae, Mrs. A. T. Nelson, Miss S. Elaine Robinson, Mrs. L. S. Robinson, C. E. Robinson, Miss G. E. Snead, Miss G. C. Wyatt, Mrs. L. A. Hillian, J. H. Cobb.

Colored High School—Rockingham

Mrs. Bessie Lee Pratt, Mrs. Mae Belle Frieron, Mr. James F. Sawyer, Mrs. Manzella Richardson, Mrs. Pearl Stoney Martin, Mrs. Mary Leak Gordon, Mrs. Theodosia Murphy, Mrs. Mary Spencer, Mrs. Elsie Steele, Mrs. Mary Cox, Miss M. L. Norris, Miss A. B. Clarke, Miss A. D. Williams, Miss F. E. Golden, Mrs. Olive M. Sawyer, Mrs. Sallie B. Dove, Mrs. Sallie M. Christian.

ROWAN COUNTY

Livingstone College

Dr. W. J. Trent, Dean F. D. White, Miss J. B. Duncan, Mr. W. H. Hannum, Mrs. Thelma C. Lash, Miss Carolee Faulkner, Mr. H. T. Pinkett, Mr. T. H. Bembry, Mr. S. W. Garlington, Mr. J. H. Satterwhite, Mr. J. A. Clement, Miss Anne L. Swanson, Miss Lottie M. Lyons, Miss Ruth Baker, Mr. C. W. Wright, Mr. I. H. Miller, Mr. A. Bohannon.

Rowan County Unit

Mrs. Maudie R. Gibson, Mrs. Constance Little, Miss Winema Campbell, Mrs. Adelaide Carson, Mrs. Odessa Carr, Mrs. Makeneace Long, Rev. W. M. Wyatt, Mrs. Lillian Wilson, Mrs. Claudia Caldwell, Mrs. Mabel Payden, Miss Anna Clark, Mrs. Mary Biggers, Mrs. Geneva Oglesby, Mrs. Laura M. Moore, Mrs. Sallie B. Robertson, Mrs. Rosalie Wyatt, Miss Katie Massey, Mrs. Mamie Todd, Miss Myrtle Peake, Miss Thelma Christman, Miss Rosebud Aggrey, Mrs. Gladys Lewis, Mrs. Willie Davis, Mrs. Beatrice Powe, Mr. T. M. Powe, Mr. Isaiah McClain, Mrs. Winifred Poe, Miss Maggie L. Knox, Mrs. Lillian Evans, Mrs. Alma Ross, Mrs. Portia Barfield, Mrs. Bessie Smith, Mrs. Cora Knox White, Mr. Edward Ellis, Mrs. Essie Gondelock, Mrs. Edmonia Hall, Mr. Robert Long, Rev. Wm. Watson, Mrs. Corinne Tutt, Mr. Arthur Buford, Mrs. Annie B. Wilson, Miss Annie B. Parker, Miss Ada Mae Smith, Mrs. Lillian D. Reid, Miss Ollie Lee Carr, Mr. Robert Dalton, Mr. Richard McMullen, Mr. M. W. Vail, Mrs. Helen Whisonant, Mrs. Willie Payne, Mrs. Ze'ma Drain, Mrs. Lossie Weldon, Mrs. Margaret Dalton, Mrs. Novella Chambers, Miss Mabel Kelly, Mrs. Lena B. Duncan, Mrs. Sadie Fair, Mrs. Pauline Bennett, Mrs. Mary Ramsey, Mrs. Helen Holt, Mr. Max Gibson, Mrs. Berthenia Gibson, Mrs. Rose D. Aggrey, Jeanes teacher.

Salisbury City Schools

Monroe Street School

Miss Annie R. Lowery, Mrs. Marie A. Davis, Mrs. Beulah Gibson, Mrs. Florence Harris, Miss Nonie S. Johnson, Mrs. Rose R. Johnson, Mrs. Adeline Jones, Mrs. Laura I. McKoy, Miss Callie Montgomery, Mrs. Myrtle Pemberton, Miss Vina E. Wilson.

Price High School

Mrs. Ahena Lancaster, Mrs. G. C. Teamer, Mrs. G. H. Duncan, Miss Mildred Jordan, Miss Olga Lash, Miss E. Beatrice Riggs, Miss A. E. Weeks, Mr. L. H. Hall, Mr. O. C. Halls, Mr. D. B. Delaney, Mr. S. W. Lancaster.

ROCKINGHAM COUNTY

Douglas High School—Leaksville

Miss Pauline Strong, Miss Mildred Jordan, Mrs. B. M. Boyd, Mrs. E. B. Barnhill, Mrs. O. R. Simpson, Miss L. M. Ward, Mrs. P. A. Long,

Miss M. E. Roberts, Mrs. P. B. Puryear, Miss M. A. Johns, Miss Gretchen Shavers, Mrs. R. N. Fisher, Mrs. D. B. Jackson, Mrs. C. M. Hayes, Mr. W. F. Jordan, Mr. E. W. Skinner, Dr. L. E. Boyd, Mrs. Abigail H. Hayden.

Washington High School—Reidsville

Mr. S. E. Duncan, Mrs. Ethel M. Rogers, Mr. C. C. Griffin, Miss Portia Jenkins, Miss O. F. Hunt, Mrs. Ann McAden Johnson, Mrs. M. Meador Stewart, Miss Mildred Gunn, Mr. J. W. Sapp, Mr. D. S. Kelly, Mrs. H. V. Cummings, Mrs. W. E. Watson, Miss V. A. Lassiter, Miss Mary Alice Thrift, Mrs. Ida Freeman Thomas, Miss Teanna Moir, Miss Cozette Friende, Miss Lillian O. Saunders, Miss Bertha C. Carter, Mrs. Lola B. Powell, Miss Catherine M. Dobson, Mrs. Sarah Penn Ware, Mrs. Geneva B. McRae, Mrs. B. Rucker Balsey, Mrs. Sadie Wilkerson, Miss Susie A. Dillard, Mrs. Ida M. Leseur, Mrs. Lelia Sharpe Taylor, Mrs. Thelma K. Poe, Mrs. Hattie Zollar, Miss Daisy C. Davis.

ROBESON COUNTY

Red Stone High School

Rev. J. H. Haywood, Mr. William McKinley, Miss Virginia Harris, Miss Dorothy Dusenbury, Mrs. Isadore Spearman, Mrs. M. L. Morrissey, Mrs. A. B. Lewis, Mrs. Ethel T. Haywood, Mrs. Ruth S. Mosley.

Robeson County Unit

Mrs. Bessie C. McNair, Mrs. Maggie Brewington, Mrs. Carrie McKay, Mrs. Mary McNeill, Miss Celestine Bryan, Miss Vera Greene, Miss Leora Malloy, Miss Megie C. Greene, Mrs. Kayene McRae, Miss Lenon McRae, Mr. W. Knuckles, Miss Rosa E. McKallum, Miss Katie McKallum, Mr. Henry Grotton, Mr. C. V. McKoy, Rev. P. P. Johnson, Mr. J. L. Jones, Mrs. Arnette Carpenter, Mrs. A. M. S. Bryan, E. V. McKay.

St. Paul's High School

J. E. Bryan, R. H. DeVane, Mrs. H. H. Wactor, Mrs. Annie Highsmith, Mrs. Mildred S. Houston, Mrs. Lulu McManus, Mrs. Sadie M. Currie, Mrs. Hattie McCoy, Mrs. Megie C. Greene.

Fairmont Colored School

Mrs. Nora B. McKay, Miss Ethel S. Cunningham, Mrs. Cora Hatcher Pittman, Mrs. Eva P. Peace, Mrs. Rose L. White, Miss Wilmoth A. Carter, Mrs. Bernice H. McGhee, Miss Emma A. Ford, Miss Alma G. Spencer, Mr. Leander Essex Johnson, Miss Willie C. Fleming, Mrs. Mamie McKellar.

Robeson County Training School

Miss Sadie O. McLean, Miss C. L. McKoy, Miss Bertha Anders, Miss Alice Rogers, Miss Eva C. Holloway, Mr. E. H. Harris, Mr. S. B. Peace, Mr. R. B. Dean.

Red Springs High School

Mr. J. T. Peterson, Mrs. K. M. Peterson, Mr. T. A. Medford, Miss G. E. Lomax, Miss M. V. Jackson, Mrs. M. B. Hairston, Mrs. P. V. Graham, Mrs. Q. E. Thames, Mrs. E. C. H. McNeill, Miss E. E. DeVane, Mrs. J. P. Davis.

Panthers Ford School

J. W. I. Tunstall, Mrs. Minnie L. Tunstall, Mrs. Mary W. Oger, Miss Geneva Davis, Miss Jessie M. Cooper.

Lumberton City Unit

W. H. Knuckles, Mrs. Kate V. Anderson, Mrs. Carletha Spearman, Mrs. Inez McNeill, Mrs. George Ann Town, Miss Maggie B. McLean.

Hilly Branch School

Mr. Louis V. Jones, Mrs. Blanche Houston, Mrs. Verdie Washington, Mr. Sterlyn Allen, Miss Rosa Williams, Mrs. Emma J. Love.

RANDOLPH COUNTY

Mrs. Lettie L. Foster.

RUTHERFORD COUNTY

Rutherford County Unit

Miss Beatrice Hoyle, Miss Edna B. Logan, Mr. W. D. L. Debetter, Mrs. Elsie Lomax, Mrs. Noreen Russell, Mrs. Fannie Carnegie, Mr. Chester Bright, Miss Wilma Beebe, Miss Hester Walker, Miss Alice Gassaway, Miss Lottie L. Daniels, Mr. Henry Dainty, Miss F. W. Burton, Mrs. Lossie Logan, Miss Helen Howell, Miss Fannie Watkins, Miss M. K. Costner, Miss V. C. Henry, Mrs. F. E. Dainty, Mrs. M. S. Gardner, Miss Myrtle Freeman, Mrs. B. M. Gadsdon, Miss Florence Mills, Mrs. A. K. Thornton.

Grahamtown Unit

Mr. J. O. Gibbs, Mrs. M. D. Gibbs, Mrs. H. I. Twitty, Mrs. Margaret Chambers, Miss Lucille Wilson, Mrs. J. S. Kilgore, Mr. J. H. Reid, Miss Bertha Plummer.

New Hope High School

Mr. C. A. McDougle, Mrs. L. R. McDougle, Mr. V. C. Ramsey, Mrs. Agnes Wellman, Miss T. N. Miller, Mrs. H. C. Walker, Miss E. Flemings, Mrs. M. M. Pettiford, Miss Q. E. Palmer, Mrs. M. T. Carpenter, Mrs. A. K. Thornton, Mrs. Janie Davis.

SAMPSON COUNTY

Roseboro High School

Rev. Chas. E. Perry, Willie M. McLean, Miss Mamie B. Spicer, Miss Elva Monroe, Mrs. Emma Perry, Mrs. Mary Bennett, Miss Eloise Butler, Miss Mary E. Holt, Miss Fannie Sampson.

Garland High School

Mr. Joseph V. Boykin, Miss Gladys Robinson, Mrs. Estelle Boykin, Mr. A. B. Edmiston, Miss Mildred Beaman, Miss Jeddie Bryant, Mrs. Daisy Rich.

Bland High School

Mr. Cato E. DeVane, Mrs. Hattie Tinney, Mr. Peter C. Williams, Miss Nancy Boykin, Miss Minnie Sampson, Mrs. Pauline Brown.

Sampson County Unit

Miss Naomi Herring, Miss Martha Kelly, Miss Callie Kirby, J. I. Kornegay, Rev. P. M. Lee, Miss Allie Matthis, Mrs. Hattie Matthews, Miss Wilma McKoy, Mrs. Mae Melvin, Mrs. Estelle Mitchell, Mrs. Sadie Merritt, Rev. W. E. Merritt, Mrs. Gertha Murphy, Mr. Albert Melvin, Mrs. Laddie Melvin, Mrs. Josie Moore, Mr. M. D. Moore, Mrs. Agnes Peterson, Mr. G. F. Peterson, Maceylene Peterson, Mrs. Selina Pierce, Mrs. Emma Powell, Miss Mabel Powell, Mrs. Lila Powell, David Robinson, Mrs. Pearl Royal, Mrs. Mary Smith, Miss Sarah Smith, Mrs. Annie Sampson, Miss Lottie Sellers, Mrs. Helen Stewart, Rev. J. T. Stewart, Miss Gertrude Summerville, Mrs. Bettie Tatum, Miss Bertha Thompson, Miss Lillie Troublefield, Mrs. Eva Walton, Miss Blanche Weeks, Mrs. Eva Williams, Mrs. Essie Williamson, Miss Minnie Williamson, Mrs. Effie Wright, Mr. Francis Wright, Mr. W. K. DeVane, Mrs. Marjorie DeVane, Mrs. Maggie M. Allison, Miss Vinella Ashford, Miss Daisy Atkins, Miss A. G. Battle, Mr. James A. Bennett, Miss Lillie M. Best, Miss Clyatie Blackman, Miss Annie Boykin, Miss Blonnie Boykin, Mrs. Estelle Brown, Miss Margaret Butler, Miss Lillie Mae Caldwell, Mr. Wilbert Boykin, Mrs. Mattie J. Cobb, Mrs. M. D. Coley, Mrs. Rosa Cooper, Miss Eva DeVane, Mrs. E. M. Faison, Mrs. Minnie Faison, Mrs. Mary Fennell, Mrs. Arletha Graham, Mrs. Flora Grantham, Miss Victoria Harrison, Mrs. Juanita Hill, Rev. J. M. Holmes, Mrs. Maggie Ireland, Miss Katie R. Jones, Mrs. Mary E. Berry, Miss Frances Herring.

Colored Public Schools—Clinton

Mr. D. H. Thomas, Mrs. N. Wilson Merritt, Mrs. I. L. Dickens, Miss L. Summerville, Miss M. C. Faison, Mr. Otis E. Lilly, Miss J. V. Elliott, Mrs. C. H. Sampson, Miss C. R. Perry, Mrs. B. Q. Thomas, Miss Katie A. Hodges, Mrs. Essie M. Moore, Mrs. Margaret D. Grady, Miss Eva M. Stephens, Miss Nannie L. Marsh, Mr. S. M. Merritt, Mr. M. D. Coley, Miss Lulu B. Corbin, Miss Estelle Duncan.

SCOTLAND COUNTY

Mrs. L. B. Wade, Mrs. W. P. McEachin, Mrs. Patrick Brown, Miss Connie Campbell, Robert C. McDowell, Mrs. Hallie McKee, Mrs. Annie Fletcher, Mrs. Novella Covington, Miss Estella McMillan, Miss Alberta Lane, Mr. Hersey Lane, Miss Sadie McNeill, Miss Madeline Dent, Miss Alta Wade, Milton Ganey, Solomon Ewing, Mrs. J. A. Moore, Miss Masie McRae, Mrs. L. B. Stultz, Miss T. D. Pugh, Miss Mamie McMillan, Miss Lulu Williams, Mrs. E. S. Carlson, Miss Estelle Ford, Philmore Hall, I. Elpis Johnson, Miss W. McKoy, Miss Eunice M. Pridden.

STANLEY COUNTY

Kingsville High School

Miss N. V. Lash, Mrs. C. A. Whittaker, Miss G. Covington, Miss R. P. Sitgraves, Miss M. L. Reid, Mr. R. W. Kiser, Mr. H. C. Gore.

SURRY COUNTY

Mrs. Lola Morgan, Mr. Robert Caesar, Miss Julia Cox, Mrs. R. G. Mason, Miss F. M. Oakley, Miss Laura Johnson, Leonidas H. Jones, Geraldine I. Jones.

TYRRELL COUNTY

Mr. S. P. Dean, Miss L. B. Jones, Miss S. K. McKethan.

UNION COUNTY

Union County Unit

Mr. J. W. Dowdle, Mr. P. W. Baucum, Mrs. Parthenia Chambers, Miss Julia M. Boyd, Mrs. Blanche J. Blount, Mrs. Mary Crowder, Miss Canavies Perry, Mrs. Mary Chambers, Miss Aurelia Williams, Mrs. Lillie Pressom, Miss Marguerite Williams, Mrs. Emma Crawford, Miss Margaret Belton, Mrs. Flora G. Perry, Miss Melvina Blount, Miss Odessa Blount, Mrs. Mamie Carr, Mrs. E. L. Kibler, Mr. H. W. Hill, Miss Helen Chambers, Miss Donnie Caviness, Mr. Lee Baker, Mr. J. W. Brown, Mr. D. A. Oglesby, Mrs. Pearl Chambers.

Winchester Avenue School—Monroe

Mrs. E. M. Carter, Miss A. A. Cresfield, Miss J. A. Crone, Mr. W. E. Knight, Mrs. M. L. Oglesby, Miss V. M. Perkins, Mrs. M. A. Simpson.

VANCE COUNTY

Central Colored Graded School

Miss Estelle Nichols, Miss S. P. Eaton, Miss V. O. Steele, Miss Jessie Foster, Miss Pearl Brame, Mrs. M. J. Hight, Mrs. Mamie Williamson, Mrs. Mary Eaton, Mrs. M. L. Harris, Benjamin I. Mitchell, Mrs. L. G. Jordan, Edwin D. Johnson, Mrs. Mary Ida Stammer, Mrs. Iola Branch Hawkins, Mrs. G. L. Ward, Mrs. T. S. Eaton, Mrs. L. A. Parham, Mrs. Josephine Yarbrough.

Vance County Unit

Mrs. Mamie L. Mills, Mr. George Wright, Mr. W. E. Williams, Mr. Asker Hawkins, Mrs. Mary Hodges, Mr. R. H. Anders, Miss Cassie Allen, Miss Lucy Eaton, Miss Annie Gill, Mrs. Katie Smart, Mr. P. H. Lewis, Miss Elizabeth Brame, Mrs. Carrie Sewell, Miss Merlyn Weeks, Miss Esther Bullock, Miss Maggie Tucker, Mr. J. H. Aukner, Mrs. Rosetta Mason, Mrs. Ethel Clements, Miss Elizabeth Harris, Miss Queen E. Davis, Mrs. Elizabeth Parham, Miss Mable L. Pailin, Mrs. Violet Saunders, Mrs. Lucy Perry, Miss Mary V. Mitchell, Mr. James Barnes, Mrs. Edna Bryant, Mrs. Johnis Young, Mrs. L. B. Yancey, Mrs. Ethel Adams, Mrs. Ruth Yeargin, Mrs. Lillie Markham, Miss Alice Green, Miss Mabel Wyche, Mr. Allen Lane, Mr. Charles R. Frazier, Mrs. Flossie Kelly, Mrs. Maggie Harris, Rev. C. A. Williamson, Mr. W. H. Ware, Mrs. Elvora Brown, Mrs. Sarah E. Lewis, Mrs. Henrie Lee Peele

Henderson Institute

Rev. J. A. Cotton, S. Everette Cary, Mrs. Reba Reeves, Mr. O. P. Robinson, Miss M. E. Simon.

WASHINGTON COUNTY

Washington County Unit

William H. Berry, Madelyn E. Watson, Robert Moose, Joseph Parker, Jr., Willie Walker, Henry Rankins, Beatrice Fletcher, Sophia Spruill, Emma Walker, Margaret Berry, Ernest Owens, J. J. Clemons, Elmer Wilkins, Elizabeth Witherspoon, Darius Spruill, J. R. Bias, Cora Honable, Maggie Boyd, Chas. V. Bell, Peter Littlejohn, Mildred Garrett, Blanche Morgan, Ethel Rodgers, Eunice Leake, Eunice Walker, Elsie Griggs, Beatrice Slade, Katherine Galloway, Mary C. Austin, Lillian Hill, Mariah Baum, Daisy Clark, Eva Stewart, Annie Hurdle, Mildred Walker, Montrose Bias, Minnie Foreman, Rosetta Honable, Azella Ferabee, Theresa Hill, Hencie C. Noxon, Irvin Honable, Sadie Bell, Lucile Baum, Rosa Littlejohn.

WAKE COUNTY

Crosby-Garfield School—Raleigh

Prof. W. H. Fuller, Mrs. M. E. Watson, Mrs. B. A. Leake, Miss C. C. Christmas, Mrs. G. D. Watts, Miss M. A. Gorham, Mrs. O. T. Prince, Mrs. M. A. Smith, Mrs. M. A. Dunston, Miss L. M. Hunter, Mrs. M. A. Culler, Mrs. A. T. Williams, Miss M. T. Brooks, Miss M. E. Elliott, Mrs. E. O. Nanton.

Washington High School

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The North Carolina Negro Teachers Association

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Only Professional Teachers' Organization in the State for Negroes

Its purposes are definite and achievable.

It maintains a Placement Bureau for teachers which has in its files applications from teachers in this and other states, and during the current year has placed a number of teachers in good schools.

It recognizes as its first obligation the conservation of the youth of the State.

It has constantly kept before State authorities the plea for equal salary for equal service to every teacher.

It strives to be informing as to all educational movements worth while both in and out of the State.

It seeks to be a vehicle of thought for the teachers who wish to give expression to progressive thinking.

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We want your support. Are you a member?

North Carolina Teachers Record

Official Publication of the North Carolina Negro Teachers Association

A PRAYER *For the New Year*



"Our lives are so little,
Our hopes and ambitions so mean,
We are always so thronged and compassed about
With ant-like hurrying activities,
So swiftly engulfed in trifling and worthless
irreverence,

Blow Thou upon these dusty, cobwebbed souls,
Thou keen and stern storm-wind,
Spirit of the living God,
Who hasteth not,
Yet forever worketh in patience the great far
ends of His Kingdom,

Strip from us all our pretense,
All unworthy ideals,
All unrest and over-activity,
That peace may be ours in turmoil,
And strength may be ours in weakness—
The quiet strength of Thine own eternal
steadfastness."

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A PLEA

By WILLIAM S. MAIZE,

Acting Dean, State Teachers College, Fayetteville, N. C.

AT the close of the school year 1938-39 and at the end of the 1939 summer sessions, institutions graduated people from the various levels of education. These persons deserve congratulations, for they have sacrificed much. But, all credit does not go to them; for some goes to those parents, that wife, that husband, those relatives, and those friends, who have sacrificed for the graduates. These relatives and friends may have encouraged and inspired the students to go on and on. My plea, graduates, is, give credit where credit is due.

Regardless of what certificate you received, regardless of what degree you hold, do not feel that the world owes you something. Assume Herbart's attitude. He believed the aim of education was to develop an individual, so that he would go into the world with interest and ability in various things. He emphasized virtue or moral character as the vital aim of education.

As you enter the activities of the world, endeavor to help those around you to live complete lives. In Spencer's "What Knowledge Is the Most Worth?" he defined education as follows: "How to Live?"—that is the essential question for us. Not to live in the mere material sense only, but in the widest sense. The general problem which comprehends every special problem is—the right ruling of conduct in all directions under all circumstances. In what way to treat the body; in what way to treat the mind; in what way to manage our affairs; in what way to bring up a family; in what way to behave as a citizen; in what way to utilize those sources of happiness which nature supplies; how to use our faculties to the greatest advantage of ourselves and others; how to live completely? And this being the greatest thing needful to learn, is, by consequence, the great thing which education has to teach. To prepare us for complete living is the function which education has to discharge; and the only rational mode of judging any educational course is to judge in what degree it discharges this function." Thus certificates and degrees, *per se*, do not educate us. The purpose of education implies much.

We are very largely the sum total of our habits. We live the way our habits say we must live. Therefore, graduates, as you use your knowledge in the world discard those habits that you do not like. You can form new ones. When one wants to form new habits, he must start with all the enthusiasm at his command. He must make the new habits the most important thing in the world to him for the time being. Grasp every opportunity to put your new habits to use. Don't permit yourself to fail.

While it is a sign of achievement to possess certificates and degrees, the lines below bring out the greatest needs.

"A little more kindness, a little less creed;
A little more giving, a little less greed;
A little more smile, a little less frown;
A little less kicking a man when he's down;
A little more 'we' and a little less 'I';
A little more laugh, a little less cry;
A little more flowers on the pathway of life;
A fewer on graves at the end of strife."

—Anonymous.

"Wisdom is the principal thing; therefore get wisdom; and with all thy getting get understanding."—Prov. 4:7.

A PLEA!

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OFFICIAL PUBLICATION of the NORTH CAROLINA NEGRO TEACHERS ASSOCIATION

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JANUARY, 1940

NUMBER 1

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The Black Thespian

DR. FREDERICK W. BOND

Director of Drama, West Virginia State College



As early as 1820 the Negro began to manifest interest in the theatre, since in 1821, the African Players were making commendable showings in New York City. Immediately after these ventures Ira Aldridge entered the theatre as a handy man, and by the middle of the nineteenth century he was a successful actor, receiving the attention of critics and play-lovers.

Beginning in a small way, on Southern plantations, minstrelsy was soon to become the distinct form of Negro entertainment. It started in the early part of the nineteenth century and continued until the close thereof. At the dawn of the twentieth century, a definite break with the minstrel tradition took place. That break was an improvement in Negro entertainment. More than any others, James Weldon Johnson, his brother, Rosamond, and Bob Cole, were responsible for that improvement. Interested in popular songs and light comedy, they wrote for the New York stage from 1895 to 1905. Their aim was to get away from the "coon songs" and black-faced comedy. Meanwhile, segregation and better economic conditions had caused Negroes of the larger cities of the country to build theatres of their own. Moreover, Negro actors interested in musical comedy gradually became numerous. The most colorful of these actors between 1900 and 1910 were Sam Jack, Bert Williams, John W. Isham, and Williams and Walker.

The first important composition by a Negro, was Ridgley Torrence's three plays, produced in 1917 by Mrs. Emily Hapgood. After the World War, plays were written by Frank Wilson, Miller and Lyle, Hall Johnson, Willis Richardson, Dennis Donoghue, and Langston Hughes. These Negro

playwrights made promising beginnings, but, with the exceptions of Langston Hughes and Hall Johnson, interest in their productions rapidly died out. Frank Wilson wrote an extremely promising play in "Meek Mose," but his two other full-length plays achieved but slight distinction.

In 1918 the Provincetown Players of New York put on a program of one-act plays by Eugene O'Neill, dealing with Negro themes. "The Emperor Jones," O'Neill's first full-length Negro play, was produced in 1920 with Charles Gilpin in the title-role. After the success of this venture, O'Neill set to work in earnest on Negro themes. Accordingly, in 1924 his "All God's Children Got Wings," was produced. O'Neill's interest in Negro themes was the beginning of a period of unprecedented activity in Negro productions. Experimental writers, thereupon, began to delve seriously into Negro life and character. The most notable figure between O'Neill and Connelly was Paul Green.

Green, a professor at the University of North Carolina, became intimately acquainted with the material that he was later to use so effectively in "White Dresses," "In Abraham's Bosom," and "The No 'Count Boy." Many other writers of Negro drama since 1918, have momentarily made a flash, only to flicker out as suddenly as they appeared. Marcus Connelly wrote an extremely good play in "Green Pastures" (1929), but his play that followed this first success has not achieved any distinction.

John Waxley in, "They Shall Not Die" (1933), and Sklar and Peters in "Stevedore" (1934), gave a realistic interpretation of justice accorded Negroes in Southern life. With few scattered exceptions, most of the white writers have been concerned with superficial aspects of Harlem life. Occasionally,

playwrights have risen above the limitations of locale, and written a genuinely significant piece of drama. Such advancement has been attained by David Belasco in his "Lula Belle" (1926), Lew Leslie's "Black Birds of 1929," the production that caused Avis Andrews to receive the acclaim of theatre people and Mrs. Annie Nathan's "Black Souls" (1932). Some of the local color sketches are interesting in their delineation of local characteristics of speech and environment. Yet, it is undeniable that most of the playwrights are more interested in the commercial phase than they are in any other possible motive.

Moving picture and radio officials have considered it dangerous to experiment to any appreciable extent with Negro talent. The obvious reason, in either industry, has been that these officials and sponsors of radio programs have attempted to give the audiences the kind of entertainment they have desired. Patrons in certain sections of the country have been more or less averse to entertainment of Negroes that has not been of the caricature or burlesque variety.

A subject that has received notice in the present work is that of the development of the dance, and the influence that the Negro has had on this development. In earlier days, the American dance was formal, and it was not until the Negro began to introduce dances that this formalism faded out. Since 1920, the public has recognized that the Negro is not only a natural dancer, but a creator of dances. A distinct loss to the art of dancing was the type exemplified by the late Florence Mills. The best known character in the field of dancing since 1920 has been Bill Robinson, whose chief contribution is his

(Continued on Page 8)

Address Delivered by Dr. A. Henningburg

Before the State District Teachers Meeting

At Winton, N. C., November 11, 1939



I was Victor Hugo who said in the early part of the 19th century, "The future of the race is in the hands of the teacher." Nothing more true could be said than this at the present time in the State of North Carolina. The number of teachers who have come to this convention, and the spirit with which you have entered upon your work here are fully indicative of the rightness and fitness of Victor Hugo's statement.

I come to the convention in the Eastern part of North Carolina eager to make contacts with those teachers who by virtue of training and experience are each day better preparing themselves to teach our boys and girls. I realize that when I speak to you, I am talking to men and women who are guided by a great social ideal. There is no Shylock here; for we who teach realized long ago that our only reward will rest upon our building men and women out of the material which comes into our classes.

I am happy to bring you greetings from the North Carolina College for Negroes, and from its president, Dr. James E. Shepard. As has already been indicated, I was requested to come in his stead since he found it impossible to accept your invitation. It is my custom, upon such occasions, to remind teachers that they cannot expect a man who has been in North Carolina so short a time as I to bring the kind of message or to say the kind of thing that our president could say and would say if he were here. Should I say something which you find of interest and perhaps of challenge, you may tell Dr. James E. Shepard that he was well represented. Should there be nothing in this short talk which you will care to remember, you may forget it and say simply—one more teacher has attempted to do his out.

If we are seriously to accept the responsibilities which society imposes on the Negro teacher, it is

necessary that we be constantly aware of the nature and type of those responsibilities. It seems to me, in this connection, that academic fitness is of primary importance. I have heard it was said that a college lecture consists of a series of words which pass from the lips of the professor to the note-book of the student without passing into the brains of either. Not one of us here would wish to be guilty of that kind of teaching. Another man has complained that our school is a system or a profession in which the teacher who is supposed to know spends all of his time asking the student who has come for the purpose of finding out.

Let us be done with all trickery and evasion; let us realize that these young people who wait patiently day by day in our classes have come for a specific purpose. If we are remaining in the teaching profession simply as a means of earning a livelihood, it was not of us that Victor Hugo spoke. We need, as never before, people whose academic preparation is of such high order that when they speak, they speak with the authority of full and complete knowledge.

You will notice, of course, that the thing of which I speak has no particular reference to the college to which you might have gone or the number of years you may have spent in a given institution. The point of the present inquiry is—do you know your job? Are you adequately prepared to answer the eager questions which our boys and girls know so well how to ask?

The State of North Carolina is taking great strides in making possible for its Negro citizens a complete program of teachers education. Three of the state colleges in North Carolina are engaged in a very high order of training for elementary teachers. At the Agricultural and Technical College in Greensboro, men and women may prepare themselves for the teaching service in agriculture and mechanical arts. At Greensboro and

at Durham graduate courses leading to the Master's degree are being offered. During the summer of 1940 the North Carolina College for Negroes will institute a training program for teachers in both elementary and secondary education who wish to earn a Master's degree in their respective fields. In addition to these offerings, out-of-State aid is available to North Carolinians who wish to pursue graduate work not offered in Greensboro and at Durham. There remains, then, no excuse for the decent man or woman whose very presence in the classroom is an indication of poor preparation and an excuse for not doing this important job in its best possible fashion.

Not only must the teacher be adequately prepared to teach our children, but she must have a definite sense of values with respect to her relations to the community in which she lives. I have seen young teachers, particularly, leave their community breathing a sigh of relief, for they feel that only then can they act and think naturally. Perhaps it is true of many of these young people that they need to learn something more of what we now call "constructive adaptability." We cannot help people without knowing people.

It is not possible to adequately teach our youths without knowing something of the homes from which they come and of the mothers and fathers who live in those homes. Sometimes teachers say to me, "Well, after the day's work is done, I am tired and ready to rest." But I observe that other teachers whose schedules include just as many clock hours find recreation an honest pleasure in visiting homes, in working with church organizations and in giving aid wherever it is needed to the end that the Negro community might be a better place for our children.

I agree that sometimes ridiculous restrictions are placed upon young teachers particularly, but

this condition is not to be changed by a spirit of resentment, rather we must proceed to change the attitudes and the habits of thinking of the people who insist upon imposing these restrictions upon us. All of us remember one great man who said, "Father, forgive them, for they know not what they do."

I believe also, that everyone of us here would agree that the activities of the teachers who work with Negroes must have at all times an occupational emphasis. Not for one moment would I deny for the Negro boy or girl the beauties of literature, the adventures of history, or the adventures of science, but I would remember, and all of us, that man must eat. It is not quite enough that we should consider the lilies of the field. It is true that they toil not, neither do they spin. But these lilies never thrive until some of us have taken the care to properly cultivate the soil in which their beauty is displayed before the admiring gaze of men and women.

Just two days ago, several of my students were engaged in a discussion as to the most valuable contribution that one of them could make to the City of Durham or to the State of North Carolina. These young people were amazed, and I think a little disappointed, at my answer. Since they are prospective teachers of the French language, they naturally thought that I would advise them in terms of preparation for the teaching of French. What I actually said was this: "The most significant contribution which you could make to this community would be to begin the operation of a dairy so that young babies might have access to pasteurized milk, delivered on time by Negro men or boys who are happy because they are earning an honest living." We must never forget that the great nation which we call America is founded upon the honest work of its people. If guidance in this kind of thing is not to be provided by our teachers, I would ask where shall we find it?

In your community there may exist a need for a modern barber shop in which men can have the happy assurance that sterilized clippers and combs are being used on their hair, and that the towel wrapped around their faces when they have a shave is not an illus-

tration of ancient history. Or I would ask you this: Why does the Negro woman, with her innate knowledge of color and of texture, look forward always to purchasing attractive dresses from people of another race who have given no particular thought to the economic needs of the group to which she belongs? It does not matter whether we think of ourselves as teachers of geography, or arithmetic, or music; what does matter is this: To what extent are we teachers of men and of women? How effective are we in helping these young people to so equip themselves that they can live honest lives in pleasant, modern surroundings?

It also seems important to me that the teacher of Negro boys and girls develop very definite notions on questions relating to citizenship. In my opinion, it is definitely true that the Negro will make complete progress in America only in proportion as he learns to integrate himself into the processes of government with which we are surrounded.

Can we teach the Negro boy to stop walking on four feet and walk on two? Why should this boy fear to look me squarely in the eye? Must he forever apologize to all America because his skin is black? We need courage here, men and women. The kind of courage of which Henley spoke when he said, "It matters not how strait the gate; how charged with punishment the scroll. I am the master of my fate, I am the captain of my soul." But you can not lead

other people into those levels of high and lofty thinking if you yourself have never been there. It is just as impossible for a coward to build courageous thinking as it is for the water of a great river to suddenly travel up hill. All of the forces of nature combine to defeat such a project.

One kind of courage to which we in North Carolina have not paid enough attention is that of maintaining our own economic stability. There is something wrong with the teacher who earns only seven hundred dollars per year; feels happy only when she wears a fur coat which costs two hundred dollars. I would suggest to such a person that she has not yet read the principles of economic balance. She can not be courageous, for should illness or misfortune overtake her, not only would she lose the coat, but the dignity with which she cloaked herself when she bought that expensive garment.

Finally, I would say this to you. We cannot insist too strongly upon a fuller development of Christian fellowship. I am not talking about that kind of life which is characterized in all of its phases with a definite and active desire to help the other fellow forward as fast as he can possibly go. We do this as teachers when we show patience with a slow child. When we stop to realize that the boy who sleeps in class may come from a home in which no fresh air is allowed to circulate. When we realize that a child's stomach may be stuffed to the bursting point and yet that child may literally be starving. But an active Christian fellowship would not let us stop at this point. After we have properly diagnosed the difficulty, we seek to find an intelligent remedy. A physician in Hankow, China, remarked recently that when he went to see a patient who had narrowly escaped death, a visitor in the home of the patient said, "She should have died if I had not been here." "And what," said the doctor, "did you do?" "Well," said she pertinently, "it was I who put the copper key under her mattress." Thereupon the woman reached under the mattress of the patient and pulled out a ponderous copper key, such as is used to open the doors in great castles. "How thoughtful was I,"

Merchants of Dreams

And he who weaves dreams,
On the sweet stringèd lyre,

Fair hopes for the young heart,
Memories for the sire—
Is a vender, for he is
A merchant of dreams.

He, too, who draws dreams
With his pen dipped in gold,
Soft dreams for shy lovers,
Fantasies for the bold—
It a vender, for he is
A merchant of dreams.

—DAISIE HASSON ADAMS,
Gaston County Schools.

Northeastern District Meeting

Held at Waters Training School, Winton, N. C.
Saturday, November 11, 1939

By MISS BESSYE T. SHIELDS



TEACHERS, principals and supervisors of Northeastern North Carolina thronged the auditorium of Waters Training School, Winton, N. C., on Saturday, November 11, for their annual district meeting, having as its theme "Functionalized Guidance."

E. J. Hayes, principal of Williamston High School, and president of the Northeastern District Association presided over morning and afternoon general sessions. Welcome addresses were given by H. C. Freeland and H. D. Cooper, principals, respectively, of the Waters Training School and the Ahoskie High School, also Superintendent J. R. Brown of Hertford County.

FRIENDSHIP EMPHASIZED

H. L. Trigg recently selected president of the State Teachers College, Elizabeth City, principal speaker in the morning emphasized "Friendship," the art of getting along with others and that one of the greatest things education can do is to teach children to live a life others can love, said he, "it is wonderful for men to know they are friends to other people and that they are surrounded by friends."

OTHERS PRESENTED

Others presented during the morning session were: Miss McIver, State Supervisor of Elementary Schools; Miss Catherine Dennis, State Supervisor of Home Economics and Mr. H. V. Brown, State Organizer of the District Associations and President of the Southeastern District. Music for the morning session was furnished by Waters Training School Glee Club. Before adjournment of session the president announced the following committees to report near the close of the afternoon business session. Committee on

Time and Place, with Miss F. J. Parker, Chairman; Publicity Committee, Mr. John Bias, Chairman; Officers with Mr. D. F. Walker, Chairman; Resolutions, Mr. S. P. Dean, Chairman.

SECTIONAL MEETINGS

Sectional meetings were held for one hour with discussions and programs as follows: Elementary Section: Mr. L. A. Wilson, Chairman, had as their main topic "Extra-Curricular Activities in Elementary Schools." The topic was beautifully discussed and demonstrated by Messrs. L. S. Gilliard, F. P. Shields and Mesdames L. Jackson and Louise Davis Harris.

The English and Foreign Language Section with Mrs. M. B. Williams, as chairman, listened to a discussion of "English Deficiencies of High School Graduates" by Mr. Redding of Elizabeth City and "How to Make French Beautiful and Interesting to Beginners."

"Practical Integration of Mathematics and Science in High School" was used as a discussion for the Science and Mathematics group and was led by Mr. H. R. Bond.

The Home Economics Section after brief reports of their community projects had Miss Catherine Dennis as their guest speaker. Mrs. Agnes Mitchell is chairman of the group.

The Vocational Group, with Mr. I. C. Rogers as chairman held informal discussions which proved extremely interesting.

Each section held a brief business session before the close of their meeting, at which time officers for the ensuing year were elected.

LUNCHEON SERVED

Much praise is due the teachers of Hertford County under the very capable leadership of Principals Freeland and Cooper, also Mrs.

Agnes Mitchell, home economics teacher of Waters Training School for the very delectable lunch given, and served with so much skill that there was no need for delay of opening the afternoon session.

AFTERNOON SESSION

The closing general session proved one of the most interesting programs of the day. The Ahoskie High School Glee Club beautifully rendered for opening three numbers: "Go Down Moses," "Po Ol' Lazarus," and "Now is the Month of Maying."

DR. HENINBURG IS SPEAKER

Dr. Alphonse Heninburg of North Carolina College, Durham, N. C., as main speaker for the afternoon named as challenges facing us: (1) "The high quality of academic preparation and fitness." (2) The teacher must know and love the community. (3) Sense of occupational needs our success as teachers of Negro youth will depend upon in helping them to earn a living regardless of subjects taught. (4) Definite notions of citizenship. (5) Higher standards of Christian and professional ethics, and finally the greatest reward to a teacher is not in money but in satisfaction at having helped children to find their way.

PRESIDENT OF STATE ASSOCIATION

Mrs. Rose D. Aggrey, president of our State association was presented and paid glowing tribute to the stirring address of Dr. Heninburg, also to the founders of our organization, most especially to Prof. C. M. Eppes and Dr. G. E. Davis who were present at the district meeting.

REMARKS BY OTHERS

Brief remarks were made by Misses Marie McIver, Elouise Cooper, and Mr. S. P. Dean on "Coöperatives" and Dr. G. E. Davis, Executive Secretary of the

State Teachers Association who emphasized practice as better than precept through the poem "I'd Rather See A Lesson," so beautifully recited by him. Dr. Davis stated that financial receipts for the day were around \$368.

OFFICERS

Officers for the next session are as follows: President, E. J. Hayes, principal of Williamston High School; vice president, H. C. Free-land, principal, Waters Training School; secretary, Miss Bessye T. Shields; assistant secretary, Miss M. C. Taylor, teacher of Parmele Training School. Executive Committee: Mr. T. S. Cooper, Mr. S. D. Williams, Mr. P. S. Jones, W. A. Patillo, Misses I. M. Donnell and W. M. Jeffries.

Sectional meetings elected officers as appears: *Elementary* — chairman, Dallas Spruill; secretary, Miss Eurie Andrews; *English and Foreign Languages*, Miss Lois P. Turner, chairman; secretary, Mrs. A. L. Lawrence; *Science and Math.*—Mr. Russell Cooper, chairman; Mrs. A. B. Davis, secretary; *Home Economics* — Mrs. A. Mitchell; *Vocational Agriculture*—Mr. I. C. Rogers, chairman.

A motion was made by Prof. Eppes and carried that the secretary write letters to Dr. Newbold and Dr. Shepard expressing their regrets that they were unable to attend the district meeting.

Reports from the various committees were read before the group and carried without dissension.

The meeting adjourned to meet Nov. 9, 1940, with teachers of Beaufort County at the Washington High School, Washington, North Carolina, of which P. S. Jones is principal.

BESSYE T. SHIELDS,
Secretary.

NORTHEASTERN DISTRICT TEACHERS ASSOCIATION

November 11, 1939—10:00 a.m.

Waters Training School, Winton, N. C.
Conference Theme: "Functionalized Guidance"

GENERAL MORNING SESSION

Prof. E. J. Hayes, president, presiding, principal, Williamston High School, Williamston, N. C.

Welcome Addresses—Responses.

Main Address, President Harold L. Trigg, State Teachers College, Elizabeth City, N. C.

Appointment of Committees.

Piedmont Teachers Meet In Burlington

THE Piedmont District Teachers Association of the North Carolina Teachers Association convened in the Jordan Sellars High School at Burlington, N. C., December 9, 1939, at 10 a.m. The first general session featured music by the Jordan Sellars Glee Club, welcome remarks by the principal, Mr. C. J. Johnson and Superintendent L. E. Spikes, and the appointment of committees. The group then retired to the various sectional meetings.

With the district vice president, Dr. L. E. Boyd, presiding, the second general session opened with a group of spirituals, "Steal Away," and "Get Ready," beautifully sung by the Jordan Sellars Glee Club. Mr. C. H. Warren, supervisor of industrial rehabilitation of the State Department of Instruction, was then introduced. Mr. Warren showed pictures of people who had been benefitted by the industrial rehabilitation program. "These people," said Mr. Warren, "have been benefitted physically and then given job opportunities and a new

chance in life." He further stated that the program of industrial rehabilitation had been given very little publicity and that those who know of it should inform any persons who can be aided by the program.

After the Jordan Sellars Glee Club had rendered "I Am Seeking for a City," Dr. W. D. Perry, director of the University Testing Bureau of the University of North Carolina, was introduced. Dr. Perry's subject was "Mental Hygiene for Teachers and Students." He discussed the ear-marks of the maladjusted child and suggested that the teacher should seek to remove the causes of maladjustment or find some adjustment to the situation. "Maladjustments," he said, "are functional rather than innate and can be corrected. There are three basic personality needs, social, physiological, and the satisfaction of the ego. If these needs are fulfilled, maladjustments will melt away."

The Jordan Sellars Glee Club sang "I'll Never Turn Back," after which the district president, Mr. S. E. Buford, delivered his annual address. He urged the group to be more aware of maladjustments in the classroom and try to correct them. The minutes of the last meeting were read and adopted, after which the treasurer, Mr. P. R. Brown, reported that \$341 in membership fees had been collected during the day. The executive secretary, Dr. G. E. Davis, brought news of interest from the other districts.

Reports of committees were called for. Reidsville was chosen as the meeting place for December, 1940. The following officers were elected for the new year:

President—Dr. L. E. Boyd.

Vice President—Mr. J. F. Gunn.

Secretary — Miss Lenora McCullough.

Assistant Secretary — Mrs. Gladys D. Woods.

Treasurer—Mr. L. E. Borden.

SECTIONAL MEETINGS—11:30-1:00 P.M.

Elementary Section, Mr. L. A. Wilson, Acting Chairman.

English and Foreign Language Section, Mrs. M. B. Williams, Chairman.

Science and Mathematics Section, Mr. W. M. Daniels, Chairman.

Home Economics Section, Mrs. Agnes Mitchell, Chairman.

Vocational Agriculture Section, Mr. I. C. Rodgers, Chairman.

Lunch Period, 1:00 p.m.-2:00 p.m.

GENERAL AFTERNOON SESSION—2:30 P.M.

President Hayes, Presiding

Main Address—Dr. James E. Shepard, president, N. C. College, Durham, North Carolina.

Recognition of State-Wide Activities—

Miss E. Louise Cooper, Adult Education.

Mr. J. P. Bond, State N.Y.A. Director.

Mr. S. P. Dean, Coöperatives.

Business Period—Adjournment.

Note: Principal music will be furnished by the Waters Training School and Ahsokie High School Glee Clubs.

Minutes of the Western District Meeting of N. C. Teachers Association

Monroe, North Carolina, November 10, 1939



THE opening session of the Western District Teachers' Association was held at the Winchester Avenue High School, Monroe, North Carolina, beginning at eleven o'clock. Music was rendered by the elementary chorus of the Winchester Avenue High School. Welcome addresses were given by the principal of the Winchester Avenue High School, Mr. W. E. Knight; in behalf of the Negro citizens of Monroe, Dr. C. M. Alston; in behalf of the schools, Mr. Ray Schute. Responses were given by Mr. J. E. Grigsby, president of the association, Mrs. Rosa D. Aggrey, president of the North Carolina Negro Teachers Association and Dr. G. E. Davis, executive secretary of the North Carolina Negro Teachers Association.

The following committees were appointed by the president, Mr. J. E. Grigsby:

NOMINATION:

Mr. J. H. Michael, Asheville, Chairman.
Mrs. M. G. Davis, Charlotte.
Mr. George Johnson, Winston-Salem.
Miss Carter, Monroe.
Mr. Boulware, Concord.

TIME AND PLACE:

Mr. T. C. Tillma, Chairman, Gastonia.
MR. JOHN BROWN, Monroe.
MR. L. C. HALL, Salisbury

RESOLUTION:

Mrs. A. P. Toliver, Chairman, Statesville.
Dean T. E. McKinney
Prof. I. H. Miller
Mr. E. A. Chisholm
Mr. F. A. Toliver.

The body then adjourned for sectional meetings. At the close of the various sectional programs, the following officers were elected as sectional heads for the coming year:

College Section: Mr. I. H. Miller, Salisbury, Chairman; Mr. T. H. Long, Charlotte, Secretary.

HIGH SCHOOL

English-History: Miss Reed, Belmont, Secretary; Mr. H. D. Rutherfordton, Statesville, Chairman.

Science-Mathematics: Miss E. B. Riggs, Price High School, Salisbury, Chairman; Miss Galloway, Highland, High School, Gastonia, Secretary.

Home Economics: Miss L. B. Pruitt, Lincoln Academy, Chairman; Miss J. E. Powell, Gastonia, Secretary.

Foreign Language: Mr. R. L. Garrett, Cleveland High School, Shelby, Chairman; Miss B. I. Newsome, Logan High School, Concord, secretary.

General High School: Mr. C. L. Blake, West Charlotte High School, Charlotte, Chairman; Miss Smith, Shelby, Secretary.

High School Principals and Supervisors: Miss Annie Wade, Chairman; Mrs. Lucy Herring, Secretary.

Primary: Mrs. Maude Foster, Chairman; Miss Louise Holden, secretary.

Grammar Section: Mrs. H. S. Blue, Chairman; Mrs. C. A. McDougal, Secretary.

General Section: Miss Marion Woods, Chairman; Miss Louise Spencer, Secretary.

The afternoon general session opened at 3:30 p.m. with Mr. Grigsby presiding. Music was rendered by Plato Price School Band.

The principal address was given by Mr. J. A. (Billboard) Jackson, special representative of the Esso Marketers, New York. Excerpts from his address, "Applied Economics and the Negro Teacher," are as follows:

"I have two objectives: first, to awaken teachers to the hazard of their own salaries by overcrowding profession. Second, to remove elements of inferiority complex and fear of new fields from minds of children. In doing so, I am following two age-old policies, viz.: with teachers—the everlasting human instinct for self preservation; and the more or less always present, to some degree, sense of selfishness. As a race, because we were so long illiterate, for so many years without adequate newspapers, that when we

began to have journalism to meet our needs, we emphasized the social, academic and personal distinctions and pleasurable interests out of proportion to the importance of these factors."

"Too often teachers and others have through these years created this unfortunate custom to the degree of traditional disregard and disrespect for Negro news and Negro business. A Southern State educational commissioner told me that the law of supply and demand keeps Negro teachers salaries depressed. Now if we are to correct these evils we must analyze our basic situation and take cognizance of the facts underlying the problem and the ends to be desired.

"The race must depend upon its teachers for its education in any and every direction. Therefore you are responsible to your public—Negro public, to fulfill this requirement by both precept and practice.

"All of our social cultural status is determined by the economic situation of each of us. The latter is to prevent further segregation, to assure the knowledge of practices and policies as they develop and to break down segregation."

"The teacher's special interest is the profit motive. This can be accomplished by:

1. Patronizing Negro business whenever possible.
2. Buying from local concerns employing most Negroes.
3. Reading Negro newspapers consistently and thereby knowing trade marked goods employing Negroes at the factory or in sales staff."

Another address, delivered by Mr. Springer, Vocational Rehabilitation Administrator, in part is as follows:

"The department of which I am employed gives aid to the blind, deaf and other physical handicapped individuals. The world

seeks abilities rather than disabilities. The rehabilitation service helps to change these disabilities into a usable form. It gives aid to such individuals over 16 years of age. Persons coming to us for aid are handled as individuals rather than as a group. No charity is given, but a chance to develop something by which they can make a living."

"Fifteen and four-tenths of just such cases handled in North Carolina are Negroes. These people are given training in engineering, the teaching profession, art (painting, music), home economics, library science and the like. Our service welcomes the Negro, it is left to you, as teachers, to encourage them to take advantage of the same."

In part, the concluding address given by Mr. Wilcox from the Credit Union Division, was as follows:

"A Credit Union is coöperative, relatively new, with an enrollment of 35,000 Negroes. Its main object is to help the wage earner. A person who is a member of this union may borrow up to \$200 at 10 per cent with security and up to \$100 without security.

"To organize such a union a charter may be secured for \$25. It takes savings of from \$25 up. Individuals must borrow as well as save in order to keep such an organization going. If it operates properly a six per cent dividend can be declared each year.

"Full information regarding this set up will be given by writing the Farm Credit Administration, Washington, D. C."

Following these addresses reports were made by the following committees:

Resolutions Committees:

The Committee on Resolutions and Recommendations begs leave to make the following report:

1. We wish to express our thanks to the citizens of this city, the principal, teachers, and students of this school, and the teachers of Union County for the hospitality and excellent service extended the visiting teachers of this association.
2. We wish to thank the presiding officer, Mr. J. E. Grigsby, for the efficient service rendered the association during his incumbency and for the glowing success reflected in this meeting. We recommended that he be given a rising vote of thanks.

3. We further extend our thanks to the principals, supervisors and teachers of the Western District for their hearty coöperation in bringing about such a large attendance as we have at this meeting.
4. We wish to express our thanks to the superintendents throughout this district who responded so liberally to the request of our president in permitting their teachers to close their schools in order to attend this meeting.
5. We further extend our appreciation and thanks to all who have participated on this program of the Western District Meeting.

Recommendations

We recommend to the parent body of the North Carolina Negro Teachers Association:

- (a) That the constitution of the parent body be amended to provide:
 1. That each district select one of its own members to the executive committee of the parent body.
 2. That there be a meeting of the executive committee of the parent body prior to that of any of the districts so that a more unified program may be carried on throughout the several districts.
 3. That there be a delegated assembly at the annual meeting of parent body.
- (b) That a report of the activities of the various districts be a part of the general program of the annual meeting of the parent body.
- (c) That the parent body encourage a more intensified campaign for membership throughout the various districts.
- (d) That the appropriations for all the districts be increased and the said amounts be turned over to the treasurers of the districts. (Especially requested by the Western District.)

Recommendations To Be Acted Upon By This Body

- (e) That an additional fee of \$0.25 be levied upon the teachers in this district in order to provide a more adequate program for our district.
- (f) That a committee be appointed to draw up a constitution and by laws to govern this district. (Such a report be made at the next meeting of this body.)
- (g) That a committee be appointed from this body to make a study of the possibilities of a retirement plan for the teachers of this district.

Signed:

Committee on Resolutions and Recommendations:

DEAN T. E. MCKINNEY
 PROF. I. H. MILLER
 MR. E. A. CHISOLM
 MRS. A. P. TOLIVER
 MR. F. A. TOLIVER

All of the recommendations which were to be acted upon by the Western District were adopted except Recommendation (e).

The Committee on Time and Place suggested Winston-Salem Teachers College, Winston-Salem, as its next meeting place. This was accepted, but no time was mentioned.

The Nomination Committee's report was as follows:

For President: Mr. George Johnson, Winston-Salem Teachers College, Winston-Salem, N. C.

For Vice President: Mr. C. E. Stewart, Bessemer City, N. C.

For Secretary: Miss D. B. Madison, Second Ward School, Charlotte, N. C.

For Treasurer: Mr. McCullum.

The Executive Committee: Mrs. E. M. Carter, Monroe, N. C.

Mr. E. L. James, Concord, N. C.

Mr. S. L. Parham, Lincoln Academy, Kings, Mountain, N. C.

Mr. Archie Blunt, Ansonville, N. C.

The new officers elected were introduced to the body by Mr. Grigsby, after which the meeting adjourned at 5:30 p.m.

THE BLACK THESPIAN

(Continued from Page 2)

highly artistic performance with so little exertion.

The Federal theatre movement among Negroes has not been without merit. The movement has served a two-fold purpose. In the first place, it has given employment to Negroes who are dramatically inclined. In the second place, it has encouraged the development of talent.

The 120 years of Negro drama have seen many changes and experiences in the constantly shifting scenes that have altered the lives of Negroes. Despite vicissitudes, definite advancements have been made, and the drama of the Negro today, while it may not reflect Negro life in its entirety, is, nevertheless, a cultural contribution to the field of drama.

Saddle your dreams before you ride 'em—Mary Walsh.

"Guidance In Personality Development"

Discussion, at the Teachers Meeting in Wilmington

MRS. IRENE MALLETTE SPARROW
Peabody School, Wilmington, N. C.



THE organization of personality is importantly influenced by home experiences, parent-child relationship, teacher-child relationship, and social surroundings.

Personality may be defined as the composite of an individual's emotional tendencies, attitudes, and behavior patterns. The term "adjustment," although used somewhat differently by different writers, may be interpreted broadly to cover two related concepts: (1) the "inner" adjustment or mental and emotional health of the individual, and (2) the "outer" adjustment, or harmony between the individual's needs and the demands of his environment.

Personality adjustment should not be thought of as a static condition to be achieved once and for all time. Such a condition is clearly impossible because both the individual and society are continually changing. Moreover, it is doubtful under present conditions, whether complete adjustment of the individual to his environment would be desirable. Progress occurs only when people are dissatisfied, and strive to modify the environment in accordance with their needs and desires. Complete adjustment would mean the absence of effort and progress, a passive acceptance of things as they are. Yet, every person must attain a certain degree of inner harmony and of conformity to environmental demands if he is to live successfully with himself and his fellows.

A personality in which successful adjustments have been made may be compared to a smooth-running watch. In watches there are variations in size, type of balance wheel, number of jewels, and other items. If these variations become too great, or if the parts are not built to correspond to one another and to external conditions, the watch no longer keeps good time, but becomes erratic and irregular,

if it runs at all. The same sort of thing often happens when individual differences in human characteristics are too great or too obvious. There are, of course, many minor variations which apparently have little effect upon the total personality, or which at least do not prevent successful adjustment. It is difficult to say how extreme any type of variation must be in order to affect adversely the developing personality.

Each individual is a complex of many varying factors. Within the so-called normal group are an infinite number of variations and combinations, all of which have some effect on the personality.

EMOTIONAL NEEDS AND SOCIAL DEVELOPMENT

In our society, a child has two basic emotional needs.

1. Need to achieve.
2. Need for affection and social security.

In his growth from infancy to adulthood, he manifests several phases of adjustment in satisfying his needs. There is no sharp distinction between these phases. They merge into one another. As a child grows he enlarges his contact. If he comes in contact with obstacles which are, or seem insurmountable, he turns back to the familiar ways in which he was successful in obtaining satisfaction. If a child's emotional needs are satisfied, and he is physically fit, he will mature into a stable and healthy member of society. But, we must not push the child's social interests and behavior above his social age. We should not ask him to face problems beyond his social and emotional level. We should not demand a more rapid growth than the child can manage. Teachers should understand the development of personality at the three levels if they are to handle problems intelligently. The levels are:

1. Infancy.
2. Childhood.
3. School age.

READJUSTING THE UNSOCIAL CHILD

The mind, like the body, grows on that which it feeds on. Wise parents are careful to nourish the minds of their children. Surround them with order and beauty. Curiosity is the appetite for mental food. Preserve the child's habit of curiosity. It leads the child to look, examine, taste, feel, contemplate, experiment, listen. Rich experiences are the foundation of mental growth.

SOME FACTORS IN PERSONALITY DEVELOPMENT

I. Choosing Friends.

In choosing friends, we have gone a long way in shaping our destiny. If friends are trivial, sensual, or vicious, we cannot escape these essentials in our own lives. If companions are interested in worthwhile things you will be interested in these things. Associate with the best people you can find, and be worthy of them. In schools, children form associations of a lifetime. You and your associates influence each other. You develop an atmosphere, set standards for each other, arouse interest, and stimulate ideals. Fine companionship is one of the greatest achievements of a well-planned life.

II. Children and Money.

All children have need of money. They have small necessities as grown ups, but they do not value money, and must be taught how to spend. Children should have allowances. The amount should depend upon the family income. Allowance teaches:

1. How to spend intelligently.
2. To save now for future use.
3. Value of money.

III. Daydreaming.

Many children read too many fairy tales. In imagination they live, have friends, and play in fairyland. Some children do wonderful things in dreams, they become satisfied, and have no desire to do any-

thing real. They become lazy, and dull. The best remedy for day-dreaming is activity. Give children toys, games, or something to do. Encourage the day-dreamers to make friends; let them enjoy making playthings.

IV. *Bashfulness.*

Children are sensitive. Do not tease. If grown-ups tease them, they become more self-conscious. They hate being laughed at. Teasing about their being shy, being too large or small for their age, losing teeth, upsets them greatly. They lose faith in grown-ups and become more silent and timid. To help children gain self-confidence—

1. Encourage talents;
2. Give him praise;
3. Encourage him to make friends, and make him feel that he is no different from other children.

A lot of bashfulness could be prevented if children played together from infancy.

V. *Sharing Hobbies.*

Children like to watch grown-ups do things. They learn by watching and experimenting. Frequently, children's interests are expressed in their hobbies, such as rebuilding radios, collecting stamps, autographs, bottle caps, marbles. Children yearn for club, work rooms, doll houses, and club houses. Do not dismiss these hobbies. They might be as educational as hours spent in school. Parents can find new interests and enjoyment by sharing their child's interests. It is incorrect to think that adults can't enjoy the same things as children. Many adults go in for boat modeling, stamp collecting, candid camera, amateur radio stations, and arts and crafts classes. Sometimes children can teach adults a trick or two. These are popular, educational, and absorbing.

VI. *Children and the Movies.*

Encourage pictures which have the values one meets in life. Recommend educational pictures, fun, historical pictures, or a good Western. Try to help satisfy the love for adventure. Terrible pictures, such as "Frankenstein," will instill a horrible fear, for a lifetime.

VII. *Why Are Children Jealous?*

Jealousy is common and natural. Some children are sullen and destructive; they demand a lot of attention. Some children always want the limelight. Some are shy

and self-conscious, while others fight and are aggressive. Common reasons for jealousy are:

1. Praising one child and making comparisons.
2. Arrival of a new baby.
3. Prettier, or more talented children.
4. Prettier clothing.

A jealous child is often a selfish child. A jealous child will become the bitter, selfish man or woman. Teach children to live together and share.

VIII. *Sex Education.*

Children ask questions about sex, and reproduction, when they are youngsters. In the past, parents dodged the issue, and children picked up information wherever they could get it. Today, we think it silly to shield children from facts of sex and reproduction. It is better for children to get this information from the parent whom they trust. But, telling isn't easy. Armed with honest intention and books on the facts of life, sometimes the best-intentioned parents stumble.

Parents' own embarrassment keep them from answering their children's questions as simply and directly as children ask them. When parents overcome their own shyness, they have taken the first, the hardest step. Do not put children off. A little later they might become secretive and reticent. They might hesitate to bring their problems to their parents. It is harder, for parents must regain children's confidence. If parents capture this confidence in the beginning, guidance will be easier and more effective.

IX. *What Parents Owe Children.*

Guidance should begin in early childhood. Children should be responsible for toys. They should help in washing dishes, fixing broken shelves, building flower boxes, cleaning porches and yard, dusting, making beds, keeping rooms neat, and as they grow older, to bathe and dress themselves. Being helpful doesn't make women out of girls and sissies out of boys, as some parents believe. Children are bundles of energy. All uses of energy, whether in acceptable or unacceptable behavior, are called forth by needs. Parents must realize that the environment is continually responding to the child, and the child is continually responding to his environment. Parents owe children—

1. Good care and attention;
2. A good training in self-reliance;
3. An education;
4. Pleasant home surroundings.

DRIVES TO ACTION—SCHOOL AGE

At this period, seemingly children change almost over night. There is an interest in group activity, crushes appear; boys aren't neat anymore, fights are fierce and plentiful; sex antagonisms begin. Boys seek friends on the same physical level; girls choose friends on the same intellectual level. Then there are certain drives toward success.

Some children have a strong drive toward success in school. Success in school work becomes a strong incentive. Other children seek success in games and sports, and apparently are little or not at all motivated by desire to be successful academically. Frequently, when a child through lack of native ability is unable to succeed in classroom work, his interests in athletics and sports may be a compensating tendency.

There are drives toward recognition. Children are concerned with what the other fellow thinks of his accomplishment. Failure to achieve success is one of the causes of maladjustment. Some children crave attention, and will do the unusual to have attention. Some teachers might think that these are problem children, but the wise teacher will use the craving for attention as an educational force.

1. Give praise.
2. Notice accomplishments.
3. Ignore mistakes and errors as much as possible.

TEACHERS

The two major aspects of the teacher influence upon children are:

1. Her own personality adjustment.
2. Her training and skill in social and emotional problems.

Teachers need tact, wisdom, patience, balance, kindness, control, and a freedom from complexes.

Teacher personality includes:

I. *Health.*

The physical condition of the teacher may affect the personality of her pupils.

The healthy teacher sets her pupils a good example with respect to habits of living. One living example is worth a dozen abstract cases.

The healthy teacher is seldom absent from school. A substitute interrupts the learning process, and regardless of how efficient the teacher is, there is bound to be some confusion and a feeling of strangeness.

The healthy teacher has a better disposition. A sick teacher cannot work efficiently. Everyone is familiar with the effect which proper food, sleep, cleanliness, and exercise have upon the teacher, and indirectly upon her pupils. Teachers must have recreation. Action is the secret of health, and health is the secret of happiness.

Pleasant Voice.

Some noises are "noisier" than others. A high or poorly modulated voice in the speaker has an unpleasant effect on the listener. In addition to the pitch of the voice, fluency and forceful expression are important. If the teacher speaks in a halting, hesitant manner, the children become restless.

Attractive Personal Appearance.

Children are mimics. Just as they acquire the speech habits of their associates, so they try to look like their teacher. Clothes do not make the man, but they do have a great influence upon personality. There should be modishness in the dress of the teacher, the dress being adapted to the age and type of the individual wearing it.

Since boys copy men, they, too, should be careful. Men should see that their shirts are clean, suits clean and well pressed, shoes shined, and neckties harmonizing.

Women should appreciate this cosmetic age. Grimy hands, unpleasant breath, flakes of powder, or loose hair will not pass unnoticed. If children are to acquire habits of neatness and cleanliness, they must see them practised.

Sense of Humor.

Every teacher needs a sense of humor. She should laugh with her pupils, never at them. Teachers should discourage the cheaper type of humor, and encourage through her own sincere appreciation the higher forms of humor.

Promptness.

Many elementary school children move slowly because of poor muscular coördination, or because their attention is diverted elsewhere. They must be taught that punctu-

ality is necessary, and that promptness is the result of careful planning. Teachers should be examples.

Industry and Thrift.

Elementary school teachers should be industrious. An industrious person is one who applies himself to the task before him. Efficient workers remain at ease even under urgent and distracting conditions.

Love of the Beautiful.

The teacher who helps the child to see beauty in even simple things is helping him to lay up treasures that will grow in value as the years go by. From a sincere love of the beautiful, refinement is evolved. A refined person is considerate of others, and is unwilling to accept second-rate things when those of better quality can be secured. He is modest and avoids placing people under obligations which they cannot fill.

How to Help Children.

1. Be helpful and friendly.
2. Satisfy a child's drives, urges, or desires.
3. Guide children in their growth.
4. Be willing to be a parent substitute for the young child.
5. Understand children.
6. Realize that all children are different.
7. Help children to grow up.
8. At the gang age, organize groups, and use these groups in classroom work.
9. Allow children to lead under guidance.
10. Do not be finicky about details of appearance.
11. Do not intensify sex antagonisms.
12. Stimulate hero worship during the crush period by guiding friendships.

• Rightness expresses of action what straightness does of lines; and there can no more be two kinds of right action than there can be two kinds of straight lines.—HERBERT SPENCER.

13. Classify children in correct groups.

14. Teach children to tell the truth.

15. Teach them to meet happy and unhappy experiences.

16. Improve posture and bearing. One who carries himself correctly, gives an impression of purpose, dignity, power, and inner mastery.

17. Meet people easily. A wholesome personality is at home in the presence of all kinds of people. Let your eyes meet in a friendly smile. The eyes that fail to meet squarely leave a weak impression.

18. Increase vocabulary.

19. Have good manners.

20. Be yourself.

TEN COMMANDMENTS OF DISCIPLINE

1. Thou shalt use no emotion you do not wish to see reflected in the child. An angry teacher makes an angry child.

2. Thou shalt encourage, not repress, the natural curiosity of the child. Guide him in familiar situations.

3. Thou shalt condemn the deed, not the child.

4. Thou shalt consider the child's reasoning, his motive, and his experience before you condemn.

5. Thou shalt punish swiftly, so that the error and the punishment are linked in the child's mind.

6. Thou shalt make the punishment relate to the crime, and be sure that the child understands the connection.

7. Thou shalt avoid cruel and unusual punishments, and never embarrass the child before others.

8. Thou shalt not be a nag.

9. Thou shalt provide direct activity for the child, so that his curiosity about the world may be answered.

10. Thou shalt, above all, be sensitive to a child's successes, and praise the child for his accomplishments.

Teachers who live healthy, gracious, and fine lives, who laugh often and love much, who appreciate beauty, and who deserve the respect of men, women and children, are truly molders of destiny, because they are important factors in the lives of school children.

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VOL. XI JANUARY, 1940 No. 1

Greetings!

To every teacher, individually and personally we extend a hearty handshake and wish for you—each of you health and happiness and a high degree of success in your chosen fields. Won't you read and reflect upon the thoughts expressed on the front cover of this issue. Your time will be well spent in digesting it and making it a part of your life's philosophy.

We are living in a period of unrest, we are facing problems, social, political and economic, which call for courage and patience. Insidious propaganda threatens to undermine the basic structure of democracy throughout the world.

To us, as teachers, as never before, comes the challenge to preserve in our own land, a democratic social order. Two courses lie out before the thoughtful young men and women crowding our colleges today; which path they will take depends upon our teaching. The future of tomorrow's society is being shaped in our schools today. No group of thinkers exert as profound influence upon the destinies of society as the teacher.

Less time must be yielded to the B.A. or Ph.D. psychosis. Degrees unquestionably may fit a teacher in the factual field but they do not, *ipso facto*, make for more effectual development of citizenship and a greater service to our fellows. Teaching is a great calling, whether in a remote one-teacher school or in an ultra modern university and this leads to the following observation:

A visit to and a study of our district associations during the month of November and the first week of December and a study of the resolutions passed leads us to conclude that there is urgent need of a more effective organization of the units. There was apparent need of increased enrollment. The paid-up membership is the only measure of the membership. Measured by such a standard one of the largest showed only 262 members. Membership, however,

is not enough. There is need of more unity, better coördination and stronger team spirit in reaching objectives.

There is need of better understanding of the various agencies designed to promote educational objectives.

For nearly sixty years the association has functioned as the clearing house for teacher problems and procedures.

In recent years there has been observed a tendency to set up an organization of slightly divergent interest. This custom may easily develop elements of disintegration. Our work is a unit in which every agency must integrate with every other agency. All groups are interdependent. Every level must be mindful of and coöperative with every other level. There must be no drawing apart of college groups from high school, elementary and home economic groups—for instance. All of us succeed or fail together. There should be no unethical rivalries between those who work in colleges, denominational or State and those who work in the secondary schools, public or private.

We are all members of one body.

Editorial Comments

This is of interest: "I have just come from a most interesting conference with our white city school supervisor, Miss G. B., who during our conversation mentioned that she would like to subscribe for the TEACHERS RECORD the official organ of the N. C. Teachers Association." We appreciate this and have already enrolled her name. The white educators in the State increasingly appreciate the merits of the RECORD and the county superintendents are coöperating with us in increasing our membership. This year we have a 100 per cent membership from Madison, a far western county.

McDowell County and Polk have sent us 100 per cent membership also.

We are glad to call attention to the following corrections and additions to the Membership Rolls printed in the October issue:

Here is the corrected list of teachers in the Bur-gaw High School:

PROF. C. F. POPE	MISS J. WILSONIA BUTLER
MRS. LIZZIE B. POPE	MRS. JANIE M. HYNES
MR. R. P. CARR	MISS SARAH E. DICK
MR. JNO. W. EDWARDS	MISS ERNESTINE SMITH
MISS FRANCIS L. MURRAY	MRS. CLARA A. MOORE
MR. JOHN E. DIXON	MISS CARRIE J. BELL

Due to the misplacing of letter containing the following names, they were inadvertently omitted from the October membership roll:

MRS. SADIE V. HAUSER	MISS MARY L. MORGAN
MISS VENETTA T. BOSTIC	MRS. EFFIE CAPEL

We record the following names omitted in the October roll:

DR. W. A. COOPER	MRS. MAUD B. HUBBARD
MRS. JUNE COTTON BOUTTE	MISS EMMA J. HAGER
PROF. O. R. POPE	MRS. DAISY ADAMS

The following were added to our membership for 1938-39 since last publication from Cabarrus County:

MISS CONNIE O'PEELER
MRS. LUCILLE WYKE
MISS FRANCES ALEXANDER
MISS ETHEL LEE WILLIAMS
MRS. ANNA L. LITAKER

MISS MARY E. SCOTT
MISS MAMIE L. TAYLOR
MISS LILLIAN SIMMONS
MRS. MILDRED M. MORRIS
MRS. CARRIE D. WILSON

The following names were omitted from the W.P.A. groups in the last issue, however, they got their copies of the RECORD:

MRS. ALMA FITCH
MISS MINNIE TAYLOR
MR. ARTHUR HEADEN

MRS. MARY C. ALLEN
LUCY POWELL
MRS. MARIAN J. DULA

W. J. SPRUILL

Of necessity we are surrendering much space to the reports from the District Association. We crave the indulgence of our correspondence. Worth while articles not appearing in this issue will appear in the March issue.

The following letter was received from the superintendent of education of a far eastern county: "Enclosed herewith find money order for \$50.00, which pays the annual dues of all colored teachers in W—County and the county superintendent." The italics are ours.

The Agricultural and Technical College at Greensboro has recently been designated by the U. S. Government as one of the two aviation centers for the training of colored men for flying. The other center is at West Virginia State College.

Doubtless the young men of the nation will at once avail themselves of this chance to demonstrate their patriotism and courage in preparing to do their part in our defence over here.

Industrial Arts--An Integral Part of a School Curriculum

By F. J. BROWN

Instructor of Industrial Arts, Washington Grammar School, Greensboro, N. C.



OUTH is in turmoil. It is at sea, so to speak. Thinking demands are made upon the youth of today far beyond those made upon the generation just grown up.

Our present day youth needs knowledge much more extensive than of old. Thus, a challenge presents itself to the industrial arts teacher.

What is this challenge? Briefly, this: Is the industrial arts teacher willing to take a broader view of education than ever before, and to conduct the industrial arts work so as to make it an interwoven part of the integrated set-up of the school?

It may be safely said that industrial arts may contribute to the artistic expression of the child; that it is an important integrating element in the study of mathematics; that it is an outlet for practical science; that it is a factor and an important one in a study of industrial relations; that it is a part of the study of economics;

that it plays a specific role in the study of geography and industry as a whole; that it is a contributing element in self-expression along the lines of avocations aside from its vocational aspect; that it possesses elements which go to make for a better understanding of both the producer's and consumer's relations with society at large; and that it is most important in fostering the imagination and furnishing an outlet for the creative impulse.

Every industrial arts teacher wants to see a boy do a good job in constructing a piece of furniture, in making a splice or a funnel. Good workmanship should be required at all times, but *too much* emphasis should not be given to technique. Equally as much attention should be given to what will be the boy's outlook, attitude, and understanding of his surroundings after contact with these subjects. It is relatively unimportant what happens to the tool or the material, what happens to the boy is the important consideration.

Industrial arts provide nu-

merous opportunities to apply knowledge gained elsewhere, and, therefore, teaches the value of the application of theories and principles to real construction. Industrial arts make it possible to give the boy a variety of experiences with tools, machines, materials, fundamental industrial facts, and related information, all of which is so important in helping the boy at school to arrive at a final decision on the type of work he wishes to follow in later years. All academic concepts and principles are actually applied in industrial arts.

"To study life and how to enrich it, to study our customs and institutions and how to improve them, to educate youth so that they may grow up socially capable and disposed—these things constitute the aims of any proper educational system." Current philosophy seems to demand for our youth an ease in the enjoyment of the things that are. Is it not better to plan for them a finer understanding of life and a reaching forward to still broader fields through effort and achievement?

Education In a Democracy

Radio Address by DR. JAMES E. SHEPARD,

President, N. C. College, Durham, Sunday Evening, Nov. 26.



HE broadcasting agencies which have so kindly tendered us this period lay upon us the obligation of interpreting the moods of the hour.

More than once, over this network it has been my joy to speak a word for my own people and a word of praise for my own State. In attempting to mark the role of progress for a people, it is often safest to find what more is in their minds than the milestone traversed in the senses of direction which a commonwealth sets for itself.

I remember to have observed in past addresses that I have never seen all the people of North Carolina in so thoughtful and generous a mood toward the Negro people. For here in North Carolina, without respect to race, our Southern people have taken deeply to heart the conviction that no people can grow great in poverty. We do not mistake. Abolition of poverty has not arrived in impressive measure. Our State is full of desperately poor, tragically underprivileged people, and the disconcerting extremes between the overprivileged and the underprivileged call loudly for remedial measures. No more can the appalling impoverishment in the midst of actual and potential plenty be hidden today than slavery could be hidden 75 years ago. We have come some distance for all that. Who does not recall the time when a Negro workman received for his work exactly what an amiable white neighbor would give him. Well, life is not so simple now. The Negro is nearly one-tenth of the American population, nearly 30 per cent of North Carolina's population. Those 12,000,000 American citizens matter in this country. They matter tremendously, those 950,000 Negro citizens of North Carolina. Talk about the moral regrettableness of our inequalities in incomes! That in all conscience is bad. But vastly

worse is maldistribution of that income. The United States needs, North Carolina even more, consumers. A Negro teacher with unconscionably low salary; a Negro workman with no purchasing income, now becomes, not a Negro problem, but a North Carolina, an American problem. And that has come to be regarded a matter-of-course.

The great progress our State has made in this field of education is in its public schools operated by public taxation. The distance which we have gone is all the greater when we recall that 40 years ago North Carolina was 80 per cent rural and is still nearly 70 per cent. The cities first feel the impulse to educate. But North Carolina has accepted as a matter of course that every child has the right to be educated by the State and it is the State's duty to guard that right. What gains these are over hampering tradition, bogus individualism and racial entanglements! And these moral advances have been made, not by smug charity, not as altruistic gestures of the remote, but through the sincere sympathy of those who live among us. Education in this State has received impetus enough to assure us that it is now to be taken as a matter of course, and that as I see it, is the supreme gain for education in this present day.

It is revealing to read the prophets of our progress and to see how timeless, how ageless is their conception of our well-being. The great prophet of education in North Carolina in his day was Governor Aycock; the Moses of the Negro was Booker T. Washington. You would be startled by the similarity of their appeal. Here were two men of about the same age, both born in the South, both deeply in love with his South—one born of white parents in a slave-holding section, the other born of slave parents. And what was their message? Precisely the

preachment of our beloved Governor Clyde R. Hoey, that mass ignorance and mass poverty are a reproach unto any people.

It is the gospel that education is not a philanthropy, not an expediency, but the bone and the sinew, the life of democracy, that our problems are not peculiar to race or section, but they are universal.

When Governor Aycock and Dr. Washington met this issue they did it with clever argument. They did it with illustration and syllogism. They used induction and deduction; employed both Bacon and Aristotle. They were not to be blamed if they had a lot of arguing to do. They were speaking, at that time, to Southern commonwealths which believed that the Negro was an uneducable being, that if finally one might be trained to do stunts like the trick mule and the circus pig, once taken away from his trainer, the white man, the black man would run amuck. So Governor Aycock gently asked his hostile audience would any of them say that the Irish potato of 1900 was not a better vegetable than the Irish potato of 1880? What made it better? Education, development, evolution. Would anybody in 1900 be reckless enough to stand up in North Carolina and say the mule of 1900 was not a better animal than the mule of 1880? What made his muleship better? Why, education, better breeding, better stock, better treatment? If education, therefore, is good for the potato, good for the mule, will it not be better still for the Negro? So argued the statesman Aycock. But it was not a convincing and crusading argument for Negro education. It was an apology for it, the best to be done in that day.

For the men of Dr. Washington's and Governor Aycock's day honestly believed that an educated Negro would be a social freak and a community menace. The sublime behavior of our black people when

they were emancipated by Lincoln, went for naught because it proved that only through the white man's control could there be safety. To the argument that education would make criminal Negroes, Dr. Washington gave the answer of high-grade white men. He conducted a symposium, an elaborate survey over all the Southern States. He asked them direct questions. Has education made the Negro a more useful citizen? He sent this questionnaire to 136 representatives of the South. The answers were 30 to 1, that education had made the Negro a better citizen, 121 affirmatives and four negatives. That was 35 years ago. Had education made the Negro more economical and more thrifty? There were 98 who said yes, 14 who said no and 24 who did not reply. Did education make the Negro more valuable as a workman? There were 132 favorable replies, two unfavorable, and two silent ones.

But what about crime? Well, that was the clincher. Is it the ignorant or the educated Negro who commits crime? There were 115 replies that the ignorant are the criminals, eight that the educated blacks are criminally inclined, and 18 did not answer. Does crime grow less where Negroes are educated, or does it grow more frequent? There were 102 Southern white men of prominence who without reservation said education makes the black man less a criminal, and 19 who disagreed. And that, my friends, was 35 years ago. Go to any prison camp in North Carolina and look for college graduates of Negro institutions doing time for crimes or misdemeanors. It is a truism that they are not there.

This brings us to the question of the kind of education which the State is now regarding its bounden duty toward our American Negro citizens? Here the whole issue can be nullified by trickery in the machinery or by casuistry in the interpretation of the laws. To be sure, both state and federal constitutions stand in the way of overt wrong to any citizen. But my white friends will not consider me unkind when I observe that they are still resourceful enough to circumvent the constitutions if the provisions of these funda-

mental laws are not to be carried out in good faith. Discriminations are expressly forbidden. The North Carolina Negro is entitled under both constitutions to the same instruction as that given the North Carolina white. I am thanking God for all the evidences that these white friends of ours are accepting without equivocation those mandates of our organic law.

Any discussion of these questions is in the end certain to revolve around the most recent and the most impressive legislation in behalf of Negroes in North Carolina—the graduate courses authorized for A. & T. College in Greensboro and North Carolina College for Negroes in Durham. These courses are ready this fall. Substantial appropriations have been made for the work and at the Durham college of liberal arts we have the instructional assistance of a large circle of eminent teachers from Duke and the University of North Carolina, and other great institutions. It is an epochal gain for the cause of Negro education, and I dare to think for white schools as well.

For it is certain that where understanding is the highest, knowledge and contact is closest, there is the least racial friction. There are literally scores of white teachers in great institutions for the Southern whites, who would count it an honor to give instruction in our colleges.

We would avoid being ungracious but North Carolinians would not have us uncandid. If we did not raise anew the discrimination against Negro teachers in the matter of salaries, we should lack the frankness which our own people expect of us.

Earlier in this address it was confidently asserted that our people have taken deeply into their hearts the conviction that no people can grow great in poverty. But how shall all of us escape that poverty if 30 per cent of our population is doomed to perpetual immaturity through hard work, low wages and unconscionably bad living conditions? To implement themselves for the great profession of teaching, our Negro teachers must leave North Carolina, study in the great institutions of

the North and West, pay much higher rates for their tuition and then teach on a scale of compensation, 20, 30, 40, and often 50 per cent lower than the accepted standards of the white institutions. It has been our steadfast prayer that we could reach the conscience of our own people by carrying our case straight to them. Against all court procedure we have stood for years. However effective appeal to the federal jurisdiction it may be, no Negro who covets cordial relations with his white neighbors wishes to rest his civil rights on the courts alone. North Carolina is too great, too generous, too Christian a state to send its Negro citizens through the courts. Likewise, North Carolina is too great, rich and powerful a state to exact of its teachers a service for which this commonwealth is unwilling to pay. What sort of education are we to have for the American Negro? Precisely the kind that we have for all American citizens. What sort of instruction is he to be given? Exactly the kind given to his white fellows; the education which teaches the greatness and the immortal significance of life; which furnishes the commonwealth the kind of citizens that democracy and civilization require; which seeks the supremely precious goods of the soul that are wrapped up in the Christian tradition; the kind of education which puts the Lord God Almighty at its center and conceives of democracy as the children of God, rather than sophisticated secularists set upon winning the rewards of their own smartness. That's the kind of education the American Negro seeks; it is the kind that he wishes to impart to those he teaches, and if you will excuse us, it is the kind, for the teaching of which, the Negro should be paid exactly as the white man is paid. The State School Commission made a start in that direction with just a little money in hand. They endeavored to distribute it in a fair and equitable manner. May this step go farther, until absolute justice has been done.

It is inevitable in this process of carrying the schools to every North Carolinian and every North

(Continued on Page 18)

"The Rough Road To Social Reform"

By MISS SALLY E. LASH

*Graduate in Education and Fine Arts, University of Southern California and
Teacher in the Fourteenth Street School, Winston-Salem.*



YOUTH and Education meet—and hesitate at the crossroads of civilization, en route to social reform. They, both laboring under similar mental burdens, flinch knowingly at the gruesome, distorted picture maladjusted civilization presents—a disconcerting phantasmagoria of social bumps, political stumps and economic stumbling blocks—on the road to social reform. Youth is restless. Education is uncertain. Which road shall it be to gain social reform? Will they retrogress to escape the rough road or progress over social bumps, political stumps, and economic stumbling blocks?

If youth could adequately find his life's work, attach himself and his soul to some motivating purpose, his restlessness would cease. He would surmount the obstacles! Likewise, education, being torn between two principles [what we once knew as progressiveness (the activity school) and conservative procedure] must define again its motivating force. Knowing that education is not an end in itself, but a means of perpetuating and enhancing culture through the medium of our institutions, home, school, church, community, etc., our educational procedure is generally at the crossroads. It, like youth, stands restlessly, uncertainly, there, scratches its head, contemplating which way will lead to the much discussed social reform that our world needs. Why, then? Have both had too much freedom in their pursuits? Have they failed to define their situations to the betterment of social endeavors? Taking the safe, sane side, we answer in Abelard's manner: Yes and No; for freedom comes only through self-restraint. Both have realized restraint.

Youth and education can only succeed through creative thought, that is through creating profitable situations, redirecting culture. Civilization is culture plus a domi-

nant purpose; then, all that man has learned is his culture. We cannot say that a baby is either good or bad, upon birth. He is helpless. He learns to be good or bad, to be human, to have culture, after birth. Everyone has culture, but cultures differ. We have an African-American culture; thus African culture is almost totally different from ours. Yet, all of us are cultured. Youth and education can only get ahead by working toward creative thought, encouraging man to make his random thought, his reverie, into something creative. Creative thinkers are the keys to social reform. The Philistine character, who is a slave to what the Joneses did, imitating their every move, hasn't a chance. Failing also is the Bohemian type, the non-conformist, who is radical without originality. Our problems are solved by creative thinkers. Education and youth must choose this road to evade restlessness and uncertainty—and, presently, youth cannot wait until twenty-one to face problems of his community and nation—to be a creative thinker.

Three methods of reform, working separately, have failed; they are: *Efforts to change the rules of the game, spiritual exhortation, and education.* Any group that would aspire to lead society must be really ready to pay the cost of leadership: *accept responsibility, suffer calumny, surrender security, risk reputation and fortune.* Our existing school is too calm and serene in its fight for its principles. New trends in education show promise of genuine creative leadership, yet there are doubts. They have a good point, since activity is essential to education, but they remain too narrow and one-sided. They don't lead far enough into other meaningful activities, which carry-on to the development of attitudes, and finally to social values. Education has not elaborated a theory of social welfare. It must abandon itself from the Bon-Ton class' influence. It cannot place its trust

alone in a child-centered school. Schools are driven by the same forces that transform the social order; thus, education must abandon much of her easy optimism and be more prepared to deal more fundamentally, realistically, and positively with the American social situation. If any movement is progressive, it must have orientation and direction (moving forward with purpose). The logical place for education to start its reform, if it's to be successful, is with adult education, the teachers themselves. The first attack upon inadequacy is the creation of values through understanding. Understanding arises from education. The work of the teacher as an agent of the State and an agent of his profession are different, and the educational inadequacies today grow out of the short-comings, lack of vision, and inadequacies of the teaching profession itself. Other inadequacies are resultant of the social lag between social need and institutional adjustment to the need.

'Tis true we have the National Education Association, but it, evidently, is not functioning as extensively as it could. Isolated teachers are helpless in social reform. The first step in strengthening the teaching profession must be the nation-wide organization of the teaching profession to promote social effectiveness on a broad scale. Selfish bureaucracy must not replace social vision and public spiritedness. Teachers should be organized to improve the social outlook far beyond that which is held today by any prominent professional or labor organization. Teachers must use whatever prestige they have, or foster up whatever they can get—to do the supreme service. The basis of leadership is prestige. (An adequate scheme of public education in United States, however, requires an annual budget of some \$11,000,000,000 or more.)

Education is as broad and complex as society itself. Educational

values are derived from social values. Objectives in education depend upon what educational values have been set up and defined. Learning, which will produce outcomes in form of desired behavior and which is not consciously and purposely required, may be enlightenment but is not education in the full sense of the term as defined. We live in an age of revolution. Our obligations grow out of the social situation. Ours is a civilization which is an aggregate of science, technology, and machinery. Because of forces of economics, politics, morals, religion or art, the old molds are being broken. If the world were peaceful, we could perhaps, center our attention on the nature of the child, but as it is we can't take our eyes from the social scene or from the needs of the age. Dewey Says: "The schools, like the nation, are in need of a central purpose which will create new enthusiasm and devotion, and will unify and guide all intellectual plans." The problem is not wholly intellectual. Our progressive schools cannot rest content with giving children an opportunity to study contemporary society in all of its aspects.

Some more definite avenues of attack on problems of social reform definitely related to school, teacher, and youth are: (1) Develop a program of general education from elementary school through junior college; after junior college, specialization in a vocation in a Federal vocation school. Our Federal government could adequately provide for nine such schools, taking inferior ones out of the hands of the State and city. (2) Reorganize curriculum in various fields to provide greater social emphasis. (3) Introduce into the curriculum new economic and social materials. (4) Develop the teaching personnel through voluntary participation in community endeavors; provide study groups for teachers; give attention to evaluating traits conducive to developing socially minded personalities—in selecting new teachers. (5) Teacher training institutes wherein diplomas and certificates are made provisional—with supervision, evaluation, and assistance of new teachers in service, and dedication of more teachers to service in small communities. (6) National organization of teach-

ers—to improve social outlook and prestige of the profession, avoiding selfish bureaucracy.

Since the teacher does much to create proper values in his pupils, he must have many positive characteristics, such as: 1. The ability to put the four "selves" of each child in their proper places; namely:

- a. What he thinks he is.
- b. What people think he is.
- c. What he thinks people think he is.
- d. What he actually is.
2. Ability to aid pupils in finding socially adequate means of relieving their emotional tension.
3. Good physical health.
4. Good physical carriage.
5. Gramatical correctness, easy modulation and control of voice.
6. Proper associates for prestige.
7. Thorough, accurate, ready scholarship.
8. Wealth of ideas.
9. Force to present subject-matter interestingly.
10. General educational atmosphere.
11. Mental alertness and element of mystery.

Exponents of education can easily become too stable and complacent; therefore, they should break away each year, attend school, or travel, to get themselves "uneasy." The inventive or curious attitude makes for the enhancement of culture, which is one main objective of education and its child, youth. Youth and education must choose the road of creative thought, which is "planning situations," and finally leads to social reform. Youth can guide the balancing wheel, education, that safeguards society from

Indecision

Methinks each man at one time is Hamlet,
And stands needbe in sore distress
And asks of God—or Fate—or whate'er
Powers he deems blest,
If from this shroud of chaos he should flee?
For is it best to be, or not to be?
It matters not if our short-sighted eyes,
Would trifle mark his care, or dub unwise,
For Atlas-like he stands, all weighted down,
Nor heeds he roar of city or the calm of town—
He stares with fixèd eyes that do not see,
And battles if he should, or should not be.

—DAISIE HASSON ADAMS,
Gaston County Schools.

extreme conservatism or extreme radicalism.

ADDRESS DELIVERED BY DR. A. HENINBURG

(Continued from Page 4)

she said, "to have the copper key under her mattress, for thus I saved her life." This doctor exhibited a full sense of Christian fellowship, for without rebuking the superstitious woman he immediately began to apply scientific treatment to the ailing patient.

Perhaps one of our jobs as a teacher is to help Negro Baptists and Methodists to understand each other; to realize that Christianity is not fundamentally a case of denomination, but is rather a great spiritual experience. And here again I would say before I say goodbye, that the only man who can travel this road as a safe guide is the man who himself has learned the way and who turning feels the great urge to have others go along with him.

An old man going a lonely highway
Came on an evening, cold and gray
To a chasm, vast and deep and wide.
The old man, crossed in the twilight dim
For the swollen stream had no fears
for him.
But he stopped when safe on the other side,
And built a bridge to span the tide.
"Old man," said a fellow traveler near,
"You are wasting your time with building here.
Your journey will end with the closing day
And you never again will pass this way."
But the builder lifted his old gray head.
"Young man, in the way that I have come," he said
"There follows after me today a youth
whose feet
Must pass this way.
This stream that has been naught to me,
Might for the traveler a pitfall be.
Young man, I am building the bridge
for him."

EDUCATION IN A DEMOCRACY

(Continued from Page 15)

American, that where geographical barriers, social canons, and economic limitations intervene, there is the greater duty of taking the child to the schools. In the very nature of things, there is an overwhelming preponderance of modern utilities in the possession of our white friends. Public transportation of 300,000 school children daily in North Carolina now places North Carolina at the top of American commonwealths in this important phase of the public school development. There would be many thousands more on the State's hands did not their families have their own means of transportation. The blessing of the automobile is denied our race in the bulk. The number of our children, therefore, who either walk great distances or fail of full participation in high school benefits, is very large. I mention this not in querulousness, but in humility. "God bless old North Carolina," exclaimed General Robert E. Lee as he saw his devotees drag themselves by their captors and lay down their arms. I re-echo this sentiment: "God bless old North Carolina," and make His blessings surer by putting it into the hearts of all North Carolina white people to do full justice to the least of His children—the Negro!

I would not forget to put in a plea for the white teachers of North Carolina, thier pay is not at all commensurate with their training, experience and the sacrifices they are making. The teacher is the servant of the State. Teachers are held more responsible for the making of good citizens than any other group. Now if they are the bulwark of the State, then the State ought not to make so many demands for real sacrifice, nor expect their labors without reasonable compensation. The teachers of both races must make a common cause. It is not my task to point out where the increased money can be found. There is no color line in teaching nor education. Each citizen in the State, rich or poor, black or white, should pay to the limit some form of tax which

will insure the heritage of freedom, and education to the coming generation.

Not a great while ago President Roosevelt aroused many Southerners by identifying the South as the "Nation's Economic Problem Number One."

The implications generally have been repelled. The Memphis manufacturer who retorted that the South is the nation's economic opportunity number one, was good at repartee. But the fact remains that a section may be the country's noblest opportunity without ceasing to be also the nation's most difficult economic problem. Let us compromise the two leaders and say that in order to live up to our greatest economic opportunity we must solve our economic problems.

My first counsel in such a crusade is to "watch the Negro." Make his happiness, hope and prosperity our first consideration. He is the man farthest down. He is the man who feels first the depression and last the prosperity of his time. He is the symbol of the ill-housed, ill-clothed and ill-fed third of our nation, 45,000,000 of them. He is the last to get good schools, good wages, good employment and good working conditions which go with it. Lift up his standards. If he is the procuring cause of our scandalously high homicide rate; if he is responsible for the murderous mind of Shreveport, Atlanta, New Orleans, Memphis, Charlotte, and Savannah, lift him up. It is the ignorant Negro, the pauper Negro, not the educated man who commits these crimes. If we would exalt our own cities, take them from their evil eminences, hearken to our Negro citizens. Dissociate them from poverty disease, premature death, ignorance and illegitimacy. Lift them up, open their schools, pay their generous public servants. I'll wager my life that it will work.

The General Assembly of 1939 put North Carolina's Negro citizens under a peculiar obligation.

It gave more generously to the cause of education than any of its predecessors, and to the Negro schools it made appropriations on a scale hitherto unknown. It made

some adjustments in the teacher differentials, and left our people with the hope that greater restorations are soon to come in this evolution of racial good-will. Best of all, that Legislature began, continued and ended its labors by getting away from a thoughtless, amiable attitude toward Negro education, by taking a thoughtful and generous position toward the entire subject of State schools, including Negro institutions in this democratic process. More than any of its antecedents, the 1939 General Assembly sought to make the people of the State racially self-unconscious. For that our whole people will thank God and take courage.

After having said these things it may sound ungracious to ask that more money be appropriated to our schools, that transportation of our children be made much more general, and that our teachers be subjected to no further discrimination in salaries paid for doing the same work on the same certification as white teachers do. To do these acts of simple justice, a great deal of money would be required. But the distinctly hopeful circumstance in all this educational development is that in our enlightened self-interest we have come to value the cost of failure to do full justice. And that wrong is more expensive than doing the manifestly right thing.

I think all of us will remember that early in the World War after the United States had entered it, the General Assembly made very large appropriations for North Carolina education. In the uncertainty of the military campaigns, there was a widely disseminated appeal for cuts in those appropriations for North Carolina education. Even the gallant Governor Thomas W. Bickett felt moved to suggest that perhaps it would be well to delay issuing the \$3,000,000 in bonds which would finance this program. At the height of this debate President Edward Kidder Graham of the University appeared and said that nobody could foresee what would be the end of a war; but whatever war might do, whatever direction it took, there must be no retreat for education. More than ever the State must

educate for citizenship, Dr. Graham said. Besides, the denominational schools had raised large sums for their development. Any stampeding by the State inevitably would affect injuriously the denominational schools, he said. The result was a pronouncement of Governor Bickett that the bonds must be sold and the building program must proceed unimpeded.

This is precisely the appeal that I am making to the people of North Carolina today. Students of world affairs know what is going on in the world, there is a tremendous conflict between democracy and the several forms of totalitarian states. Whether democracy is on the defense or the aggression I can conceive of nothing so devastating to it as the neglect of the schools which best interpret this way of life to the people of the country. It is incredible that under any circumstances there should be any retrenchment among the schools. Our war cry in 1917 and 1918 was that the world must be made safe for democracy. And never in its superficial aspect has democracy appeared to be less safe. Let me suggest a slogan for this day: "We must use our democracy or we shall lose it."

In that process count the North Carolina, the American Negro 100 per cent. There is no American who is a purer democrat than the Negro. Why no longer ago than 1936 the White Communist party nominated a Negro for vice president of the United States, but the Negro did not vote for him. The ballots that this black man received were cast by white men. The racial bait offered did not work. When the candidate spoke in this State the Negro did not go to hear him. True to his heritage, the North Carolina Negro fraternizes with no man and no set of men who lift their hands or their voices against God and this goodly commonwealth of God. There is much that the Negro does not know. Disadvantaged educationally and economically, he could be easily made the dupe of smarter but less scrupulous men. But there is one group by whom he is never taken in. Trust the North

Carolina Negro to find out for himself, the bogus brotherhoods and the counterfeit comradeships offered him by the Communist party.

And that leads me to renew my appeal for greater investments by the State in the education of its Negro citizens. I know that it costs money. But there is no economy in ignorance. Education is a costly item in the State's budget, but its expensiveness is not a circumstance to the extravagance of ignorance. Peace is a tremendously costly blessing; but war is infinitely more so. Education is a vastly expensive resource; but ignorance is incomparably more so. Public health demands unimaginably large sums of money for its support; but public disease is immeasurably more expensive. Good wages, happy working conditions, and habitable houses in which to live are a great burden upon society, but poverty, ignorance, crime, illegitimacy, disease and premature death, are vastly greater ones. If there is one dogma on which the social sciences are agreed it is that ignorance and poverty are cures for nothing. I appeal for remedial measures among our people because they cost less than the evils which would be supplanted.

I know too, that we have had to change our whole opinions about education and democracy, and if I were assigned a subject for this radio hour I should call it "Education in a Democracy." When we cease to think of democracy as the product of legal minds who have drawn up some constitution, when we learn that democracy is not the result of lonely thinking of some good philosophers who have written an ideal code for the behavior of man, we shall understand how we have missed it in other eras. Once we were told that if men were given the universal ballot and with it the free school, democracy would become a great mechanism which would run without any supervision. We got the ballot and the school only to find that democracy is precisely the kind of government which requires the greatest superintendence. An educated citizenship without the Negro would

be a contradiction of terms. An American democracy without its 12,000,000 Negro citizens given the fullest opportunity for developments, would be a delusion and a snare. Philosophers and economists tell us that if democracy is to stand up in this world, its representative must be the United States of America. I am proud that my race has produced none of democracy's enemies in this country; that it still holds more dearly than any other group the fundamentally religious and Christian view, that men are not merely great for what they have become, but also for what they may become. For in the appraisements of mankind, the world has had to go to religion. And no group of men ever lived who have cherished this faith as the American Negro has done.

I am asking in his behalf a rethinking of all our attitudes toward the Negro and his work. I am appealing to the people of my State to give him the opportunity to show forth to the world the greatness and the immortal significance of American experiment in democracy. When I read in the newspapers and magazines that the Soviet government has taken great cathedrals, in which God had been praised for centuries, and in those sacred places has set up "no-God exhibits," I share the universal indignation of Christian peoples. But I am asking why we let "no-God exhibits" in our own land remain. War and slums and penury and lynching, ignorance, and race hatred all look perilously much like "no-God exhibits" in this Christian land. I am asking my people, white and colored, to banish them from the face of the earth. There are many of these "no-God exhibits" in North Carolina; conditions in which God's children are forced to live.

I return to the main theme. North Carolina has nearly 1,000,000 Negro citizens. Anything that affects them adversely injures the whole State. That is one of the modern lessons that we have learned. I think there never has been a time when democracy so much needed to be saturated with the consciousness of its spiritual objectives. It is difficult to say

whether the white givers or the Negro receivers of social justice are most blessed. The Negro needs all and more than he can hope to get. But so does his white neighbor. Democracy is the government of all the people and in its beneficences they all share.

In his celebrated inaugural as president of the University, Dr. Edwin A. Aldermen, speaking before the General Assembly 42 years ago, gave his ideal of an institution, which he hoped to see rise in North Carolina.

In that university he wished a sound and varied learning taught in an atmosphere where there was always a breath of freedom. Between the teachers and the taught he would daily multiply courtesies, and the life and teachings of Jesus of Nazareth would furnish the ideals of right living and honest manhood. But above all he would make it a place where wealth was no distinction and poverty no disgrace; where every student rose in earnest striving by the might of his own merits.

The University under its present administration measures up to this dream and is today the greatest bulwark of justice and equal opportunity of any other agency in the State. To the sentiment of President Graham I would add one of my own. The Negro did not come to this country of his own volition. The enactments of our legislature are dowered with social sympathy and faith in the common man, who, in our race greatly predominates. There must be no bitterness between the races in the State and the Southland. Knowing the Negro as I do, I can truthfully say there is no bitterness in the hearts of the rank and file of my race. All they desire is an equal chance in the race of life.

If I could I would with one hand lift up a white child and tell him to soar aloft and find truth, justice, mercy, and his God, then coming back to earth again, lift up his fellows; and with the other hand I would lift up the black child and give him the same message. Then we will have in our great country, progress, peace, and love.

I am not afraid of the trust I have placed in the people of North

Carolina, nor have I any apologies to make for this confidence nor in the course I am following.

I believe with the poet:

I know that there are no errors
In the great eternal plan
And all things work together
For the final good of man.
I know when my soul speeds onward
In its grand eternal quest
I shall say as I look backward
Whatever is—is best.

North Carolina has banked on this black man. If he fails his State let it be said of him that he fell beneath the weight of his own demerits and not by the tyranny of a stronger people.

SUCCESS

He has achieved success who has
lived well,
Laughed often, and loved much;
Who has gained the respect of intelligent men
And the love of little children;
Who has filled his niche and
Accomplished his task;
Who has left the world better than
he found it,
Whether by an improved poppy, a
perfect poem,
Or a rescued soul;
Who has never lacked appreciation
of earth's beauty
Or failed to express it;
Who has looked for the best in
others and given
The best he had;
Whose life was an inspiration;
Whose memory is a benediction.

—Stanley.

● AN ELECTRICAL DEVICE designed to limit after-dinner speaking to ten minutes has been installed in Kent, England. It consists of a large face with a protruding tongue which, when the speaker begins, starts moving. After eight minutes, one of the eyes winks a warning; and if the speaker overruns ten minutes the apparatus throws the whole room into darkness, giving listeners an opportunity to sneak out quietly without embarrassment. — Vancouver Sun.

Local Units Representing 100% Membership

(Concluded from Inside Back Cover)

- PERSON COUNTY
Person County Training School
Person County Unit
- PITT COUNTY
Greenville Grade Schools
Pitt County Unit
- POLK COUNTY
Polk County Unit
- RICHMOND COUNTY
Hoffman High School
Hamlet Administrative Unit
- ROWAN COUNTY
Rowan County Unit
Lincoln School
Price High School
- ROCKINGHAM COUNTY
Leaksville (Douglass High School).
Reidsville High School
- ROBESON COUNTY
Red Stone High School
Fairmont School
County Training School (Max-ton)
Red Springs High School
Panthers Foerd
Lumberton City Unit
Hilly Branch
- RUTHERFORD COUNTY
Rutherford County Unit
Grahamtown Unit
New Hope High School
- SAMPSON COUNTY
Sampson County Unit
Roseboro High School
Garland High School
Bland High School
Sampson County Training School
- UNION COUNTY
Union County Group
- VANCE COUNTY
Central Col. Graded School
- WASHINGTON COUNTY
Plymouth Col. School
Marratock School
Brooks School
Deep Bottom School
Roper High School
Macedonia School
Delane School
Backwoods School
Soundside School
Caswell School
Cherry School
Pritchett School
- WAKE COUNTY
Crosby-Garfield
Washington High School
Lucille Hunter School
Oberlin School
Shaw University
Berry O'Kelly (Method)
Apex Elementary School
Wake Forest High School
- WARREN COUNTY
Warren County Unit
Warren County Training School
John R. Hawkins High School
- WAYNE COUNTY
Wayne County Unit
Elm City High School
Carver High School
Fremont High School
Goldsboro Local Unit
- WILSON COUNTY
Vick Elementary School
Sallie Barbour School
Charles H. Darden High School
Wilson County Unit

Local Units Representing 100% Membership

The following Schools and Counties are registered 100 per cent for 1938-1939, as indicated on Roster Sheets in this office. No doubt there are others who failed to so indicate on sheets sent in. We shall be glad to hear from any who are entitled to appear here, and will register them in the March issue.—*Editor.*

ALAMANCE COUNTY

Alamance County Unit
Jordan-Sellars, Burlington
Alamance Training School, Burlington

ANSON COUNTY

Anson County Unit
Anson County Training School,
Wadesboro
Ansonville High School

BEAUFORT COUNTY

Washington Administrative Unit
Pantego High School
Belhaven School

BERTIE COUNTY

Kelford Elementary School
C. G. White High School

BLADEN COUNTY

County Training School
Bladen County Unit

BRUNSWICK COUNTY

Training School, Southport

BURKE COUNTY

Olive Hill High School

BUNCOMBE COUNTY

Asheville Teachers Association

CAMDEN COUNTY

Rosenwald School, South Mills

CARTERET COUNTY

County Unit
Beaufort City School
Morehead City School

CABARRUS COUNTY

Logan High School, Concord
Centerview School, Kannapolis

CASWELL COUNTY

Caswell County Unit (all schools)

CATAWBA COUNTY

Ridgeview High School
Newton-Conover

CHATHAM COUNTY

Chatham County Tr. School,
Pittsboro
Chatham County Unit

CHOWAN COUNTY

Edenton High School

CLEVELAND COUNTY

Cleveland High School, Shelby
Douglas High School, Lawndale

CURRITUCK COUNTY

County Training School (Snowden)
Currituck County Unit

CUMBERLAND COUNTY

Teachers College (Fayetteville)
E. E. Smith High School
Cumberland Co. Tr. School
Edward Evans School (Fayetteville)

CRAVEN COUNTY

Craven County Teachers Association
West Street High School (New Bern)

DURHAM COUNTY

Durham County Unit
Walltown School
N. C. College
East End School
Lyon Park School
Pearson Elementary

DUPLIN COUNTY

Duplin County Unit
Wallace High School

EDGEcombe COUNTY

Edgecombe County Unit
Tarboro Local City Unit

EDGEcombe-NASH COUNTIES

Rocky Mount City System

FORSYTH COUNTY

Woodland Ave. Gr. School
Winston-Salem Teachers College
Columbian Heights Elementary
Fourteenth St. School

FRANKLIN COUNTY

Franklin County Tr. School

GATES COUNTY

Gates County Tr. School

GASTON COUNTY

Stewart High School
Bessemer City School
Reid High School
John Chavis High School
Highland High School
Gaston County Unit

GREENE COUNTY

Green County Tr. School
Green County Unit
Guilford County
Greensboro City System
William Penn High School
Palmer Institute
Leonard St. School
Fairview Elementary
Bennett College

GRANVILLE COUNTY

Orange Street School
Mary Potter School
Oxford Orphanage
Creedmoor Highland School

HALIFAX COUNTY

Enfield Graded School
White Oak School

HARNETT COUNTY

Shawtown High School

HERTFORD COUNTY

Waters Training School (Winton)
Ahoskie High School

HOKE COUNTY

Hoke County Unit
Upchurch High School (Racford)

HYDE COUNTY

County Unit

IREDELL COUNTY

Morningside High School (Statesville)
Iredell County Unit

JOHNSTON COUNTY

Four Oaks School
Johnston County Tr. School (Smithfield)
Princeton Graded School
Short Journey School
Richard Harrison School

JACKSON COUNTY

Jackson County Unit (Sylva)

LINCOLN COUNTY

Lincoln County Unit

LENOIR COUNTY

LaGrange High School
Adkin High School
Tower Hill School
Lincoln City School

LEE COUNTY

Lee County Teachers Association

MACON COUNTY

Macon County Unit

MARTIN COUNTY

Martin County Unit
Parmele Tr. School
Williamston High School

MECKLENBURG COUNTY

Mecklenburg County Unit
Huntersville High School
Clear Creek High School
Plato Price High School
Charlotte Administrative Unit

MOORE COUNTY

West So. Pines School
Pinckney High School
Vineland School

NASH COUNTY

Spring Hope School
Nash County Tr. School
Middlesex School

NEW HANOVER COUNTY

County Unit
Wilmington Administrative Unit

NORTHAMPTON COUNTY

Seaboard High School
Jackson School
Woodland School

ORANGE COUNTY

Orange County Training School

ONslow COUNTY

Georgetown High School
Onslow County Group

PAMLICO COUNTY

Pamlico County Training School,
Bayboro
(Concluded on Page 29 at Left)



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North Carolina Teachers Record

Official Publication of the North Carolina Negro Teachers Association



WILLISTON HIGH SCHOOL BAND, WILMINGTON, N. C.

The members of the band, shown from left to right, are: First row—Lewis Pittman, Samuel Hicks, Joseph Williams, Daniel Wright. Second row—James Moore, Oscar Johnson, Angel Owens, Lawrence King. Third row—James Sloan, Roosevelt James, James Chavis. Fourth row—Lee Shelton, James Keith, Willie Williams, Lewis King. Fifth row: James Durant, Lindsay Ford, Joseph Highsmith, Joseph Camel. Sixth row—Thomas Shelton, Mack Greene, Lisbon Berry, Charles Pittman. Also shown in the picture are: Bandleader Melvin Wall and Principal F. J. Rogers.

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Poems for Children

By E. OLIVIA NANTON
Crosby-Garfield School, Raleigh



I WATCHED A TREE

I watched a tree from my window,
Her boughs were cold and bare,
But lovely icy tinsels
Were woven in her hair.

I watched a tree from my window,
The tiny buds appear;
The day was warm and sunny,
For Spring was very near.

I watched a tree from my window,
She was lovely as a queen,
Adorned with flimsy blossoms,
With emeralds in between.



MORNING GLORIES

Morning glories violet and pink,
Morning glories white,
Why save all your charm and beauty
For the passing night?

Why wear all your lovely dresses
Early in the day?
Tell me, charming morning glories,
Why not come and stay?



RAINY DAYS

On rainy days we cannot go
Out in the yard to play;
We sit indoors and have our games
To pass the time away.

I do not like the rainy days,
I hate to stay indoors;
If I go out my mother says
I muddy-up the floors.

North Carolina Teachers Record

OFFICIAL PUBLICATION of the NORTH CAROLINA NEGRO TEACHERS ASSOCIATION

VOLUME XI

MARCH, 1940

NUMBER 2

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Announcement of the Annual State-Wide French Contest for April 11

By EFFIE M. YEARGIN
Washington School, Raleigh, N. C.

THE annual State-wide French Contest, sponsored by the Foreign Language Departments of the State Teachers' Association, will take place April 11, 1940. The French Departments of all high schools throughout the State are invited to participate.

The attention of school officials and teachers is called to the following general and specific regulations below which will govern the contest:

I. GENERAL REGULATIONS

1. The language sections of the State Teachers' Association will conduct, with the coöperation of participating high schools, a French contest being open to all North Carolina high schools.

2. The school officials, whose schools plan to enter the contest, should notify Dr. J. J. Adam, French Department, Johnson C. Smith University, Charlotte, N. C., by April 4th, regarding the number of pupils whom they will have to enter.

3. The contest will be conducted in all cases under the direct supervision of high school principals, or French teachers in the schools.

4. No student who has already been graduated from a high school shall be eligible to participate in the academic contests.

5. It is necessary for all students to be regularly enrolled in their high schools at the time of their participation in the academic contest.

6. The tests will be forwarded from Charlotte to the individual schools in sealed envelopes, which are not to be opened until the time when the examination is given.

7. It will be necessary in each case that the individual student give a pledge stating that no help has been given or received on the test.

8. Principals or teachers in charge of the contest will give as-

surance to the committee, in charge, that the contest has been properly conducted and that all of the regulations and conditions pertaining to the contest have been observed.

II. SPECIAL REGULATIONS

1. The high school French contest is intended only for students in second year French who have had no special advantages nor private instruction in the language.

2. The scope of the contest will include: (1) a vocabulary test, (2) the conjugation of several representative verbs, (3) the composing of French sentences illustrating different grammatical points, and (4) a reading test.

3. The individual school will select the best three papers from the total of papers submitted in the local contest and will send these three papers to Dr. J. J. Adam, French Department, Johnson C. Smith University, Charlotte, N. C., by April 19, 1940. The French teacher is expected to score and record the number of errors in each paper which is sent to Charlotte.

4. The papers from the various high schools will be graded by Dr. Adam. Announcement will be made of the three best individual papers in order of excellence, with honorable mention to the next six. Announcement will also be made of the three schools whose three student teams make the best showing.

5. All schools deciding to enter the contest will notify Dr. Adam on or before April 4th of their plan to participate, and will send at that time a small fee of three cents for each test ordered. Include about ten cents extra to cover postage.

III. ANNOUNCEMENT TO FOREIGN LANGUAGE TEACHERS

You are urged to be present at the Foreign Language Department

meeting of the State Teachers' Association on Friday morning March 22, at which time a detailed report of last year's French contest will be given; and also for the purpose of beginning a Latin contest.

Announcement of Winners In the State-Wide French Contest Mar. 24, 1939

THE French Contest Committee of the Foreign Language Section of the State Teachers' Association wishes to announce the following facts concerning the first State-wide French Contest Test which was given March 24, 1939.

About three hundred students in twenty schools took the test.

The three schools whose three-student teams made the best showing were (1) Henderson Institute of Henderson, N. C., (2) Mary Potter Academy of Oxford, N. C., and (3) Palmer Memorial Institute of Sedalia, N. C.

Honors were awarded as follows: First prize, Miss Elizabeth Brame of Henderson Institute, Henderson, N. C.; Second prize (tie) Miss Ondolia Oakley of Mary Potter Academy, Oxford, N. C., and Miss Vashti Theola Warren of Henderson Institute, Henderson, N. C.; third prize, Miss Dora Hawkins of Henderson Institute, Henderson, N. C.

Honorable mentions were as follows: 1. Miss Ruth Enola Jacobs of Mary Potter Academy, Oxford, N. C.; 2. Mr. George Williams of Mary Potter Academy, Oxford, N. C.; 3. Miss Lena Turnage of Easman High School, Enfield, N. C.; 4. Miss Marie Johnson of Palmer Memorial Institute, Sedalia, N. C.; 5. (tie) Miss Rosa Lawyer of Second Ward High School, Charlotte, N. C., and Mr. James W. Cox of West Street High School, New Bern, N. C.; 6. Mr. Samuel Hawkins of Logan High School, Concord, N. C.

Committee: J. J. Adam, J. C. Smith University, Charlotte, N. C.; E. M. Yeargin, Washington School, Raleigh, N. C.

Occupational Opportunities For High School Graduates

By CLARENCE E. YOKELY



IN the following study, which constitutes a survey of occupational opportunities for high school graduates from William Penn High School in High Point, North Carolina, the writer seeks to determine the answers to the following questions:

1. Since a great many of the local school children ultimately will find work in one of the many varied departments of business and industry in this industrial town, to what extent are these jobs available?

2. Relative to the fact that a very large per cent of them find it difficult to continue education through high school and more difficult through college, how can the high school aid them in finding vocational adjustments in the society in which they live?

3. Since at present many of them are groping about in search of employment and personal adjustment, what are some of the causes for this condition?

4. Whereas the citizens of a community make vocational adjustments, more or less, according to the opportunities and training offered them, what are some of the things the school and community might do in training these individuals and equipping them to make the adjustments to the realities of life as they must meet them?

The research related to this field is quite extensive; however, these findings I shall mention seem to be more pertinent to our problem. During the five sessions of the Regional Conference held in Houston, Texas, January 12 and 13, 1939 (the largest registration of any to date—211 superintendents, principals, teachers and counselors and representatives of youth employment activities) the topic "The Essentials of an Occupational

Guidance Program for Public School System," was the theme. The highlights of the findings were: (a) necessity for community surveys to determine types of jobs available and training needed for them; (b) vocational guidance is here to stay, the public is going to demand more of it, and the schools must prepare to meet the demand; (c) other agencies of the community should cooperate with the schools in occupational surveys of the community. The following are the vital needs also found at the conference; 1—additional data surveys, 2—adequate guidance programs to aid the students, 3—opportunities for guidance teachers to explore employment fields in the communities, 4—a combination of technical, social and personal values emphasized in the training program, 5—need for competent teachers.

In the same conference the financial problem for such was also discussed. It was pointed out that the Southeastern States, with two per cent of the national income, have thirteen per cent of the children of the nation. One crop that never fails, as someone put it, is the crop of children. The experiences of Providence, R. I., and Houston, Texas, in both cities of which guidance programs have been instituted without immediate increase in expenditures, were cited as encouragement to those who felt unable to finance such a program. Edwin A. Lee, Director, National Occupational Conference, says:

Programs of occupational adjustment may be inaugurated without additional expense by retraining the teaching personnel by someone already in the system. The first emphasis should be on the improvement of the counseling program. This is fundamental since counseling helps in-

dividuals to determine what they will do. When increases in the budget permit, a vocational training program should be added. In this connection a study of community needs would have to be made to determine types of jobs for which training is necessary, requirements of these jobs, and amount of remuneration. The third step is placement. A small city could institute a program of occupational adjustment with its existing faculty by providing in-service training for teachers, by strengthening the counseling program, by making present offerings more functional, by selecting pupils to be admitted to vocational classes more carefully, by making a constant study of community needs, and by altering program offerings accordingly. Placement may be carried on by designating certain members of the faculty to act as coordinators or even by just placing graduates wherever opportunities occur.¹

In another regional conference held in Atlanta, Georgia, January 16 and 17, 1939, where more than sixty superintendents of schools, state department officials and business representatives from North Carolina, South Carolina, Tennessee and Georgia were represented, it was concluded that, the greatest need in the South is for trained teachers equipped for guidance work, and they recommended that teacher training programs include attention to guidance at the undergraduate level.

In a study based upon a group of secondary schools widely distributed over New York State and including sixty-two general high schools and twelve schools emphasizing vocational education, the following findings were set forth: 1—large numbers of high school "drop-outs" or graduates either

¹ Edwin A. Lee, "Occupational Adjustment from Coast to Coast," *Occupations*, XXVII (June, 1939), 9.

have no vocational plans or have plans that have little relationship to their abilities and opportunities, 2—vagueness about occupational future generally increases as pupils' academic standing falls, 3—those failing to secure jobs were found to spend their time in random looking for work and aimless loafing.

From a report by John W. Studebaker, United States Commissioner of Education, he states in part:

National trends and general job descriptions are essential background, but the information the counselor and the individual alike need most concerns jobs available in the place where the individual lives.²

There is not space to describe or even list the outcomes of all conferences and other agencies of research, nor indeed are the outcomes yet discernible. However, they have accepted the challenge which the contemporary world has presented the schools, they recognize their opportunity and responsibility to youth and society; and their wills are bent to a practical solution.

In order to collect this information a questionnaire was drawn up and approved by Superintendent Charles F. Carroll, Jr., of the city school system and Frank Sizemore, secretary of the Chamber of Commerce. Both of these citizens also gave me letters of introduction and sanction of the investigation to aid me in getting an audience with prospective employers. Because of the difficulty in receiving answers to questionnaires by mail, the interview-questionnaire method was used for the most part at which time the blanks were filled by the interviewee. Another part of the data collecting led me to contact local business men's clubs and women's clubs by making brief talks at their meetings, after which they filled out the questionnaires presented them. This method gave me personal contact with prospective employers in industrial, domestic, and privately owned business firms where there seemed to be a possibility of using trained employees.

INTERPRETATIONS AND SUMMARY

The conclusions and interpretations in this summary are drawn on the basis of the data collected and interviews held with those surveyed plus a background study of the problem existing warranting such a study. From the findings, eighty-five per cent of the surveyed are interested in using student trainees to fill available jobs, while ninety-two per cent have confidence enough in the schools to prefer references from the schools concerning the personal and technical qualifications of these students. If the schools do not appreciate this confidence it will soon be lost by negligence. The findings warrant study and immediate follow-up to prevent such. Further studies of occupational opportunities should be made and the necessary training made available to fill them. Also a personal data system of record keeping should be made useful for the purpose of serving these employers.

It was interesting to note that eighty-five per cent of the firms now have some type of Negro employment available to high school graduates. Of the fifteen per cent who did not employ Negroes their reasons were: undependability, undesirable personal traits and absolute refusal to employ Negroes. Skilled work for Negroes was found in the lumber industry, hosiery mills, furniture factories, auto mechanics and in the dry cleaning plants (in small quantities). In this survey there was a total of 83 skilled Negro workers given by the employees as being employed by them. The hosiery industry has apprentices who are given orientation while others do not give such opportunities. The hosiery industry employs a large per cent of Negro girls. All employers preferred getting employees already trained as their facilities do not offer such within the firm.

Possibilities for skilled employment were found in the building trades with contractors as bricklayers and carpenters. Rough carpentry work is now being done by Negroes with some contractors. Some employers say that they have never had trained and skilled Ne-

gro workers to apply to them. The most immediate opportunities for employment were found to exist in domestic service chiefly for maids and cooks, however, the compensation is very flexible. This group bespeaks the need for better trained individuals. It seems that the solution for this is both a matter of a more attractive compensation to inspire training and better training facilities in the schools. On a whole the wage compensation offered for Negro employment was found especially low in comparison with the time and energy expended by the employees.

The personal traits preferred by the employers indicate a dire need for more training in personality development which plays such a great part in getting and keeping a job and living successfully. National statistics tell us that 85 per cent of the persons who lose their jobs do so because of some personal deficiency rather than the lack of efficient training for the job. This is a challenge to the schools in their personal development of the students.

A final appraisal of the findings would seem to warrant the judgment that many of our high school graduates can be successfully adjusted to community life, although local conditions of all kinds will alter the results. However, such factors as previous training and the guidance service rendered are important. Employers are willing to use them provided we show them the advantage and solicit their aid. Already as a result of this study about ten graduates have been placed by request before a system is fully established and many valuable contacts have been made for the future use of our guidance department, which is now in action. I, therefore, concluded with the following recommendations:

1. That more training for trades be offered our students along with their academic preparation.
2. That a definite personnel and vocational guidance program be coordinated with the present school program.
3. That a follow-up of these findings be given immediate consideration.
4. That a course in occupations and guidance be offered in our curricula.
5. That further contacts be made with employers to acquaint them with the problem.
6. That a general shop be installed in our high school centered around wood-

(Continued on page 6)

² John W. Studebaker, "The Progress in Occupational Information and Guidance Service," *Occupations*, XXVII (April, 1939), 7.

A Philosophy of Elementary Education

By GEO. L. JOHNSON,
Winston-Salem Teachers College



THE master builder never begins the process of construction until after he has carefully and critically drafted the plans and checked them against possibilities of falling short of the desired quality of the proposed finished product. Fineness of raw material and enthusiasm for the task do not cause the master builder to lose sight of what is to be constructed. There is no chance taking and hoping that when the task is completed there will be at least "something" to show for the labor expended.

The brief statement made above is intended to focus attention upon the following fact: If one who works with iron and wood and steel and other inanimate materials recognizes the importance of knowing the "how" and "why" of every task he performs or undertakes, certainly the teacher, one who works with dynamic, purposeful, forever active human beings, should have some kind of guide to follow in order to make sure that every task is done with some objective in view, and the guide for the teacher should be his philosophy of education.

It is as impossible for a teacher to work with growing boys and girls if the former has no philosophy of education as it is for one to keep alive indefinitely without breathing. Of course one's philosophy may not be definitely and specifically set up or even thoroughly understood in the sense that it can be verbalized, yet the very fact that each teacher has some idea in mind for every lesson taught means that he expects to see evidence of some kind of behavior changes which will in the main be determined by his philosophy. A philosophy is important for two reasons (a) it is essential for evaluation of work done by both teacher and learner and (b) the very method of instruction used is colored by one's phi-

losophy whether expressed or implied.

Having thus set the stage by pointing out the need for a philosophy of education, let us consider a philosophy of elementary education and present some evidence in support of it. The problem of elementary education is to help the child to develop intellectually, socially, emotionally, and morally into a good citizen and to enable him to live effectively in a social order such as is envisioned for a democracy. In helping the child to develop it is necessary to know something about the processes of growth and living, and this can best be understood probably by referring to the contributions of biology, psychology, and sociology.

Modern biological science has definitely shown that "the pupil should be regarded as an active agent who can be educated only through his own self-activity rather than as so much passive raw material awaiting the manipulation of the teacher."² The individual must be dynamic. He must have physical well-being. Vigorous activity, both physical and mental depend upon it. If it is true that the pupil can be educated only through his own self-activity, it is obvious that numerous and varied interesting and meaningful things to do must in large part replace the former heavy reliance upon verbalism . . . if the school is to educate effectively.²

The development of the child can no longer be thought of in terms of fixation of certain neutral patterns through continued exercise as has for so long been considered the logical approach in education. Experiments carried out by Lashley and other psychologists of more recent times have led them to draw the following inference which appears to be indisputable evidence against the old mechanistic concept of mental development: "The learning process

and the retention of habits are not dependent upon any finely localized structural changes within the cortex . . . neither can integration be expressed in terms of connections between specific neurons."

Considering further the sociological basis, if the child is dynamic and purposeful, and biology proves all living organisms to be so, there is need to help the child develop into a better social being by providing him with abundance of experiences in making social adjustments and readjustments as may be required of him in the light of critical reasoning. Bonser, in *The Elementary Curriculum* says: "It is the whole purpose and process of education to adapt conduct to the most wholesome and complete satisfaction of the needs of life itself necessary to make it complete and wholesome." Kilpatrick expressed the same view when he says: ". . . education is a process of social interaction carried on in behalf of consequences which are themselves social—that is, it involves interactions between persons and includes shared values. . . . It is the process of realization of integrated personalities."⁵

As mentioned above, education can not be seen solely as a process of strengthening bonds that already exist. The teacher must take the whole child into consideration in every plan proposed or applied. Hsieh,⁴ in that rather challenging article, "Education Objectives Again," expresses the idea rather clearly when he says: "So long as teachers think of reading and arithmetic lessons as such and nothing more, the possibilities for improvement through the total experience of the class will remain as they now are, largely unrealized. . . . The setting up of effective participation in typical phases of social life as the real and ultimate aim of education through the school implies . . . the life of the school shall be typical and that

the learner shall be stimulated and guided to full, happy, and successful participation in it. . . . Such a conclusion suggests that children should have a much larger part in carrying on the activities of the school than formerly. They should be given responsibility not because it pleases them but because they can learn to discharge responsibility only by striving to do so."

Accepting the most recent findings of biology, sociology and psychology, it is not the duty of the elementary school to predetermine, or regard as unchangeable, the aims or goals of the learner. The aims or goals already set may be taken as being temporary ever subject to change in the light of what critical, intelligent experience may reveal. This means the child is not made a slave of tradition; he should be taught how to weigh evidence, how to suspend judgment, and how to choose in the light of the best good for the greatest number as shown by experience.

Motivation can no longer be based effectively on total disregard for the child's interests and purposes. Where the old concept ignored the physical and emotional aspects of every learning situation, all learning should be made as pleasurable and significant as possible by being tied-up with such activities as are related to the child's interests. This does not mean, however, that the school is to be turned over to the child in toto. The basis idea here is probably best expressed in the words of Kilpatrick⁵ when he says: ". . . the best learning conditions are present when teacher and pupils are joint coöperators in a shared enterprise and each item is judged by the way it works in the joint life rather than upon any word of external authority. The kind of school needed by present day society must be one whose teachers on one hand sympathize with childhood, knowing thus that growing can take place only through progressive pupil activity, and, on the other hand, see and know that growing is growing only when it leads to widening effectual control."

The elementary school should do its best to see that the experi-

ences of the child are such that they will help to develop the type of social order which encourages him to utilize his best aptitudes not so much for personal gain as for what they may help him contribute to approximating the "good life" in the light of critical thinking. An appreciation and understanding of past cultures is desirable, but they should not be made so significant in the life of the child that he will refuse to see objectively their weaknesses. For example, the child should understand and appreciate the struggles of America during her earlier days and should understand how the spirit of "rugged individualism" came to be so important in our social order, but he should also understand that such methods were not always wholly above board. With such attitudes encouraged by the elementary school those trained in it will recognize their freedom and responsibility to reinterpret every tradition in the light of present experiences and will not hold them to be sacred and beyond the pale of "modernization."

Finally, development of personality can no longer be disregarded by the elementary school. The child should be given freedom, but freedom with responsibility; freedom which will enable him to develop a wholesome personality that sees its relationship to the group of which it is a part. The individual child should possess a friendly attitude toward others; he should be coöperative; he should be free from narrow or selfish interests; and he should be tolerant toward those of different beliefs and cultures. If these desirable traits are to be realized they must be realized through the work of the elementary school.

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Fellowship Offered Negro Teachers and Health Workers

By F. W. WEBSTER
N. C. Tuberculosis Association

Three fellowships for studying health education at the University of Michigan summer session will be offered to Negro teachers and health workers resident in Southern States, it has been announced by Dr. C. Howard Marcy, chairman of the Negro Committee Program of the National Tuberculosis Association.

State tuberculosis associations will receive the applications in their respective districts and submit them to the National Association for final selection by March 30.

The fellowships cover transportation, tuition, room and board and a reasonable allowance for books.

The summer session will be held from June 24 to August 3. Among the courses from which the fellowship holders will select three are: general hygiene and public health, child hygiene, school health problems, principles of public health nursing, administration and organization of public health nursing, methods and materials in public health nursing, communicable diseases, applied nutrition, tuberculosis sanitation.

"State departments of health and education and other interested agencies are being urged to recommend candidates for the fellowships," Dr. Marcy said. "Assurance must be given that the candidate will be placed soon after completing the course, and such employment should make possible the wide utilization of the special training received."

Occupational Opportunities For High School Graduates

(Continued from page 4)

work, metal, and electricity. (The home economics department was put on the vocational basis with the securing of a vocational teacher while this survey was being made.)

7. That more surveys be made periodically to determine changes in our environment.

8. That a scientific testing program be made available in our school to help determine student aptitudes and interests.

9. That our present student body be given the benefit of these findings through explanation and counsel.

10. That more opportunity be made available for skilled Negro employment in our community.

Justification of Music In the Public School Curriculum

By MISS M. YVONNE MORRISEY
Mary Potter Academy, Oxford



WITHIN the last few years music study in the public schools has acquired a deeper significance. After many years of development along rather restricted lines, there is now a well defined movement towards liberalizing and broadening the study so that it may more fully attain its real purpose, which is to make of our nation a music loving people. The desirability of accomplishing this purpose is too fully recognized to require arguments in favor of general musical training. Leading educators and sociologists are agreed upon the important place that music must take in the well-rounded education of the individual and of the people. Our present concern is with the best means and methods for bringing about the desired end.

Until recently public school music has been confined chiefly to the study of vocal sight reading and to the singing of songs and choruses. Excellent results have been accomplished in these two branches of musical instruction, and unquestionably the wonderful progress made throughout our country in matters musical may be traced largely to the influence of public school music. Musical education of this kind—including the care of children's voices — must continue to be fundamental. Nevertheless educators find that a certain kind of related, supplementary study adds greatly to the effectiveness of the course in music. The mere ability to read music no more insures a real love of good music than the ability to read our language insures a love of English literature. From the beginning the student must realize that music is one of the choicest means for expressing his highest and dearest sentiments and emotions.

The cultivation of this finer sensitiveness to music is by no means a simple matter. It involves more than the love of beautiful sounds, more than the emotional response to tonal combinations. Music has definite form and proportion, and displays national tendencies, historical perspective, characteristics of individual composers, and other elements which the trained ear can perceive. These, when understood, increase immeasurably the capacity for enjoyment.

There are two distinct phases to every art; the technical and the esthetic. Music, as related to the school curriculum through textbooks, has emphasized the former. The subject has been considered almost entirely from the standpoint of the performer, thus ignoring both composer and listener. A plan conceived along broader lines would more nearly approach the ideal. It is therefore with satisfaction that one notes increasing tendencies to expand the treatment of the subject in the school room.

Many people would be surprised to know, especially musicians, that music is the best "efficiency study" in the curriculum. One of the reasons why music furnishes excellent mental training is the fact that to be a good musician, or reader of vocal music, a pupil must do several things at once. This is plainly brought out in the chapter on individual work in, *The Grade School Music Teaching*, by Giddings. The great reason music is valuable is the fact that the pupil must think in time. He must train his mind to think rhythmically and rapidly. In every other study the pupil may go as rapidly or as slowly as he pleases, but in music the time is set and his mind must keep up.

Music plays an important part in the development of the well-rounded life. The all important objective of all education is the

development of a well-rounded life. That music makes a valuable contribution in this development is not questioned by the leaders in American educational thought today. Music, like art refreshes the mind, stimulates the spirit, and instills fine instincts. It is a language which all should be taught to understand and appreciate. Although the beneficial influence of music study, reach out in numberless directions, it is generally agreed that the primary aim of music instruction in the schools should be the development of a lasting love for the best in music, an intelligent appreciation of it, and a willing participation in it. Music in our curriculum not only includes efficiency but also includes intelligent listening. This is taught through the use of mechanical devices such as the phonograph, the piano, and the orchestral instruments.

Dr. P. P. Claxton, a former Commissioner of Education believed that music should be listed among the most important subjects of modern curriculums. The fact is that the subject of music is given in primary and grammar grades of many school systems a place equal to that of other subjects of the curriculum. It is often a required subject. To prepare for proper study of music in the higher institutions, it is essential that music rank in the public and high schools with other subjects given there.

◆ RALEIGH, capital of North Carolina, is planning to observe its 150th anniversary in 1942.

◆ TOM SINCLAIR, Asheville Negro, has worked for the Carolina Power and Light Company and its predecessors in the mountain city since 1891.

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VOL. XI MARCH, 1940 No. 2

The Approaching Fiftieth Convention of the North Carolina Teachers Association

With the Convention theme, "How May the Schools Aid in the Promotion and Preservation of Democracy?" the North Carolina teachers will gather at the historic Fayetteville State Teachers College, Thursday, Friday and Saturday, March 21, 22 and 23. Few Negro organizations can show a record of nearly sixty consecutive years of unimpaired unity and consistent growth.

Your Executive Committee has been able to secure as speakers at the general sessions men and women of outstanding ability. Doctor Julian Miller, editor of the *Charlotte Observer*; Mrs. Frances W. Trigg, vocational coördinator of Wilmington (N. C.) City Schools; Doctor Felton Clark, president, Southern University, Scotlandville, La.; Doctor Benjamin E. Mays, dean of School of Religion, Howard University; Doctor Elmer A. Carter, editor *Opportunity Magazine*, New York City; Mr. Egbert G. Peeler, State Department of Education, are among those on the program.

On account of the location of the college, some distance out of the city proper, it will be necessary for teachers wishing to secure rooms and meals, or room only, to write at once to Mr. W. T. Armstrong, Fayetteville State Teachers College, Fayetteville, N. C. He will arrange for board and lodging at \$1.50 per day, or lodging only \$1.00 per night.

All general sessions will be held in the gymnasium, except the business meeting, beginning Saturday morning, 11:30.

Headquarters of the Association will be in the Smith Administration Building. Registration and information will be attended to there.

The college is providing luncheon on Friday afternoon and a sociable gathering Friday night. Admission to both these functions will be granted upon presentation of button and membership card.

Doctor J. Henry Highsmith, director of high

schools, will be present, as well as other members of the State Department.

Interesting programs are developing for the sectional meetings. A new section—Physical Education—was authorized at the last annual meeting.

The Adult Education Teachers have joined in larger numbers, and that section will be largely attended. They already have their membership cards.

The Williston High School Band, whose picture adorns our front cover, will be present and render a number of selections Friday afternoon.

Again we urge the various units to send rosters before the meeting, and thus avoid the rush at the secretary's desk during the sessions.

There will be festivities on Friday evening. You cannot attend these without your card and button. Teachers who have already paid membership fees need only bring their cards to the secretary's desk to secure button.

NOTES

Our Front Cover Picture

We are proud to present on the front cover of this issue a group picture of the Williston High School Band, of Wilmington, N. C.

This is a fine group of boys with great promise. The picture was taken from the steps of their school. The band ranks among the best in the State, and will appear on Friday afternoon at the meeting of the Teachers Association, which convenes at the State Teachers College, March 21-23.

It is in order to congratulate Principal Rogers and Director M. Wall upon being able to develop such a fine organization, which will grow in skill as musicians with the years.

The parents of these fine boys should give them every encouragement, financial and otherwise. The city of Wilmington should take these boys to their bosom and give them civic support. They deserve it.

A New Section of the Association In the Offing

Several interested deans of boys and girls in high schools are discussing the importance of getting together to discuss problems confronting them in their work.

Miss Louise Maywood Latham of the Washington High School, Raleigh, is asking as many as are able to be present at the Teachers Association, which convenes at the Fayetteville Teachers College, March 21-23, to meet her in the Administration Building, Thursday afternoon at 2:30, to make such arrangements as are necessary for developing this phase of the work of Deans of High Schools.

Should you wish to contact her before the meeting, her address is 724 South East Street, Raleigh, N. C.

Important Notice!

Teachers desiring board and lodging should write at once to Mr. W. T. Armstrong, State Teachers College, Fayetteville, N. C. Room and meals, \$1.50 a day; room only, \$1.00 per night.

President of the Education Association and of the Negro Teachers Association Confer at A. & T. College

The abundant array of discouraging facts which surround the Negro teacher in North Carolina are not to be minimized, nor will he abate his energy in wiping out every vestige of inequity and injustice.

But we are making progress toward the wished-for goal, when the head of the white Education Association, himself a ranking officer of the State Department of Education, invites the president of the Negro Association and staff to consult with him in discussion of those interests which are of mutual interest to both groups.

We discussed freely the unit system for teachers' associations, retirement fund for teachers, better pay

for all teachers, and the obliteration of the unjust differential in the pay of the two racial groups.

We are making progress, and in the years ahead we vision ultimate justice for Negro citizens in North Carolina.

Teachers Expecting to Attend the Meeting of the Association at Fayetteville, Please Note

We have just been advised by the attorney for the bus lines at Fayetteville, that if teachers living in the city will make arrangements with the company to leave for the college at strategic points, the company will be glad to provide special buses and schedules.

This will greatly facilitate your getting to and from the meetings by day and night.

From North Carolina Public School Bulletin

March 1, 1940.

To Superintendents, Principals and Teachers:

Many of you saw the January number of our publication, STATE SCHOOL FACTS, which gave a discussion of the professional training of the teachers and principals of the State. Figures taken from the official records were presented as the basis of the discussion.

I wonder if you were impressed with these facts. Sometimes I wonder if we really realize what is taking place in public education. Here, the picture was very clear. Within the time space of just fifteen years the average training of all white teachers has improved approximately two and a half years. Within the same period the average training of our Negro teachers has improved three and a half years. The average training of all teachers and principals employed in the State has increased from one year of college training in 1923-24 to three and two-thirds years college training in 1938-39.

To me this is really a significant step forward. It should mean very much in the quality of the instructional service provided by the State. I am sure the thesis that it is far better to have a well-prepared teacher than one who is not professionally trained can be successfully defended.

I wish, therefore, in this Bulletin to congratulate, not only the teachers themselves in this fine showing, but also the children of the State in having the opportunity of receiving instruction under their guidance.

Very truly yours,

CLYDE A. ERWIN,
State Superintendent of Public Instruction.

Mothers' Day to My Mother

By LENA VICTORIA GRAVES
Caswell County Training School, Yanceyville, N. C.

It's once a year that Mother's Day
For you is set apart,
When really it is every day
That you are in my heart,
And every day you care for me
And show you love me too,
That's why I think that all the year
Should be a day for you,
For whether near or whether far
You are each day with me,
And so on this my Mother's Day
I hail and worship thee.

To Mother

By LENA VICTORIA GRAVES
Caswell County Training School, Yanceyville, N. C.

When children fret and cry at night
And toss their feverish heads,
In search of some place cool or cold
They roll upon their beds,
The mother comes to sooth their pain
To chase the imagined ghost,
A mother for her children's sake
Will fight a mighty host.
When things are glad or things are bad
She shares their joy or woe,
My mother is her children's friend
As I, her child, do know,
And so no day of hers can pass
With me not giving due,
To one I love and honor first
My mother dear, to you.

The Administration of Directed Teaching On the Secondary Level

By DR. NELSON H. HARRIS, *Shaw University*



THE purposes of this paper are (1) to present some of the most significant present-day practices used in the administration of directed teaching and (2) to offer suggestions for the improvement of techniques and procedures for the administration of directed teaching in the Negro colleges of North Carolina.

IMPORTANCE OF DIRECTED TEACHING

Recent studies show that directed teaching is an important and necessary part of the education of a teacher. For example, studies by Peik¹ and Ligon² seem to indicate that directed teaching is the most important of all the professional courses. In an unpublished study by Pickens³, several hundred teachers trained at the University of Mississippi and the University of Michigan almost invariably gave "Directed Teaching" as the professional course which had meant most to them from the point of view of preparation for teaching. In addition, the American Association of Teachers Colleges, the National Society of College Teachers of Education, and the Supervisors of Student Teaching, organizations which include outstanding leaders in teacher training, advance the opinion that directed teaching is of tremendous importance in the preparation of teachers. The speaker for the last seven years has asked the several hundred prospective teachers in the gradu-

ating classes of Shaw University this question, namely, "What professional course has meant most to you in your preparation for the teaching profession?" The answer almost without exception has been "Directed Teaching."

However, it must be understood that the effectiveness of directed teaching depends to a considerable extent upon the techniques and procedures used in the administration and organization of the program, and the statement of its aims or objectives in a brief and specific manner.

AIMS OF DIRECTED TEACHING

An institution should attempt to state the aims or objectives of directed teaching in such a definite and specific manner that critic teachers, supervisors, directors, student teachers, and all concerned can emphasize their realization. Where there is lack of a well-organized and clearly stated group of aims for directed teaching, the result is the projection of a great deal of confusion into the program. We must not overlook the fact that the success of a directed teaching program depends first upon the setting up of a group of definite and worthwhile aims, and second upon attaining these aims.

One of the most important of these aims is the development of skill in procedures, fundamental methods, and techniques used in the teaching and learning process, such as:

1. Ability to stimulate, guide and direct the thinking of the pupils in class discussions.
2. Ability to recognize situations which may lead to disciplinary problems.
3. Ability to control disciplinary problems.

4. Ability to stimulate pupils to the point where they can direct many of their learning activities.

5. Ability to teach desirable study habits.

6. Ability to supervise pupils' study.

7. Ability to diagnose pupils' learning difficulties.

8. Ability to use remedial techniques.

9. Ability to recognize and provide for individual differences.

10. Ability to construct and use tests of different kinds.

11. Ability to use such techniques in teaching as the question, drill, visual aids, illustrative materials, assignments, lesson plans, and the like.

12. Ability to administer classroom routine in an efficient manner.

13. Ability to use specific methods of instruction, as the contrast method, problem method, directed study, etc.

A second aim of directed teaching is the development of a greater degree of mastery of subject matter content and of educational principles and implications involved, such as:

1. Mastery of professionalized subject matter.

2. Knowledge of subject matter in related teaching fields.

3. Knowledge of and ability to relate the subject content of the teaching field to the objectives of secondary education.

4. Knowledge of textbooks, reference materials, and teaching equipment in the subject matter field and of their use.

5. The ability to relate subject content to fundamental educational principles.

A third aim of directed teaching is the development of desirable

¹ W. E. Peik, *The Professional Education of High School Teachers*, p. 152, Minneapolis, Minnesota: University of Minnesota Press, 1930.

² M. W. Ligon, *The Training of High School Teachers*, p. 34, Birmingham, Alabama: Association of Colleges and Secondary Schools of the Southern States, 1931.

³ This study can be borrowed from Professor Horace D. Pickens, University of Mississippi, Oxford, Mississippi.

professional interests, attitudes and ideals, such as:

1. Acquaintance with professional literature.
2. Development of habit of reading professional literature.
3. Development of the habit of self-analysis.
4. Acquaintance with and interest and participation in professional organizations and associations.
5. Development of an attitude of inquiry and experimentation.

A fourth aim of directed teaching is the development of desirable personal characteristics and of desirable relationships to others, such as:

1. Maintenance of desirable standards of taste in personal grooming.
2. Belief in one's ability in the teaching situation.
3. Following the plans and policies of the administration.
4. Ability to adjust to situations in the community.
5. Coöperation with fellow-teachers.
6. Contributing to educational progress in the community.
7. Emphasis on personal problems of the teacher.

In addition to greater emphasis on definite aims in the administration of directed teaching, specialists in the field of teacher training are stressing the importance of giving careful consideration to the following items:

1. Principles of selecting prospective teachers.
2. Induction of prospective teachers into actual teaching situations.
3. Period of directed teaching.

PRINCIPLES OF SELECTING PROSPECTIVE TEACHERS

The present oversupply of teachers is having a tremendous effect on the admission policies of institutions of higher learning. Many of our colleges are beginning to conclude that certification to teach is not a right, but is a privilege to be granted only in terms of proved capacity—capacity in scholarship, knowledge, abilities, interests,

health, personal and social qualities, character and ideals deemed necessary to education in a democracy. In other words, all teacher training institutions should give greater emphasis to the selection of prospective teachers on the basis of achievement, interviews, personality traits, health, dependableness, coöperativeness, leadership, personal appearance, voice, and the like. The method of selection, admission, and elimination suggested here begins with matriculation and continues through to certification. Selection and its corollary, elimination of the mediocre, are thus important factors throughout the preparatory period.

The next section of this paper will give consideration to the induction of the prospective teacher into the teaching situation.

INDUCTION OF PROSPECTIVE TEACHER INTO THE TEACHING SITUATION

No teacher should be inducted into the teaching situation until he has gone through a well-organized process of directed observation. The rate of induction should be adjusted to the ability, experience, background, and need of the individual student teacher. Some student teachers come with colorful personalities, breadth of experience and with home and educational backgrounds that make it possible to admit them into a large share of actual teaching experience in a very short time. All should begin with light tasks and a great deal of planning, but there should be no fixed uniform time for the ending of observation and the beginning of participation. The student teacher's alertness, his zeal, personality, initiative, and ease of social adjustment are the greatest factors in determining the rate of induction.

During the period of directed observation, it is possible for the student teacher to orient herself to the more complex tasks of directed teaching through such activities as—

1. Planning the larger units of a course.
2. Giving assistance to slow learners and those who are frequently absent.
3. Administering achievement tests to discover the type of remedial treatment that can be given to special cases.
4. Studying the mental, physical, emotional, and general characteristics of members of the class.
5. Marking papers and summarizing the results.
6. Making up examinations.
7. Assisting with the records and reports.
8. Furnishing educational guidance to pupils.
9. Assisting pupils with their seat work.
10. Distributing and collecting instructional materials.

Following the directed observation comes the period of directed teaching.

PERIOD OF DIRECTED TEACHING

An institution should not give credit for directed teaching unless that institution exercises adequate control over the directed teaching situations. Where directed teaching is done in a public high school, there should be a formal written contract between the college and the proper administrative body of the local public school system. The contracts should guarantee to the public schools educational outcomes equal or superior to those formerly achieved, and final authority to public school officials in all matters affecting the welfare of the pupils, and should guarantee to the teacher training institution the right to do enough supervision to assure the growth of the student teachers and the pupils.

The supplementing of the salary of the critic teacher by the training institution is another significant factor in the organization and administration of directed teaching. Other things being equal, the larger the supplement, the more privileges and rights the college will probably have in the selection and supervision of the critic teacher.

(Continued on page 13)

Southeastern District Meeting

Held at Williston Industrial High School, Wilmington, N. C.
Saturday, November 18, 1939

By MRS. MAE RUDD WILLIAMS



THE fourth annual meeting of the Southeastern District of the N. C. Teachers Association was held at the Williston Industrial High School, Wilmington, N.

C., November 18, 1939, at 9:30 a.m. The Williston Glee Club rendered four delightful numbers, after which devotionals were offered by Rev. Spurgeon J. Mayfield. Welcome addresses were given by Mr. H. M. Roland, Superintendent of New Hanover County and Percy J. Heath, a member of the senior class of Williston High School. Mr. James H. Harper, Supervisor of Kinston Elementary Schools responded to the above addresses. In keeping with the theme of the meeting—"New Phases in Child Guidance," the audience then sang, "I Will Guide Thee."

Mr. G. H. Ferguson, Assistant Director of Negro Division of the State Department of Education, was present and gave facts and statistics concerning Negro Education in North Carolina. Mr. Ferguson stated that heretofore we have been largely concerned with what is wrong with our school, now we are more concerned about what is right with our school. His subject was, "What Is Right with Negro Education in North Carolina." In determining this, Mr. Ferguson pointed out four aspects necessary to be considered. Namely: Facilities, Teachers, Pupils and Communities. He mentioned the fact that a more wholesome environment is observed as an evidence of economic improvement and pointed out some of the outstanding needs for Negro education which are as follows:

1. Larger units of organization for elementary schools.
2. More adequate transportation facilities.

3. Need for greater teaching power as seen by growth of children.

4. Need for health and wholesome community about the school. He further stated that we need to analyze the positive thing we have to work with and realize the steps ahead.

Dr. G. E. Davis, executive secretary of the North Carolina Negro Teachers Association gave information and statistics concerning the District Associations.

Appointment of committees was made by the president. The group then retired to the sectional meetings.

SECTIONAL MEETINGS

Primary Section—"New Phases in Child Guidance," Miss Sarah B. Nixon, Chairman.

Grammar Grade Section—"Guidance in the All-Round Development of the Child," Mrs. Clara D. Mann, Chairman.

High School Section—"Child Guidance," Mrs. Alice Wood Lofton, Chairman.

Home Economics Section—"Guidance in Home Making," Mrs. Lulu Lyles Booker, Chairman.

Principals and Supervisors Section—"New Phases in Child Guidance," Mr. R. D. Tynes, Chairman.

Adult Education Section—"Guidance," Mrs. Emma J. Sasser, Chairman.

AFTERNOON SESSION

The general afternoon session opened with music by the Williston High School Band.

Miss Frances Trigg, Vocational Coördinator of New Hanover County, gave an illuminating and interesting address on the functions of "Guidance." The points emphasized were as follows:

1. Occupational information.
2. Personal inventory.
3. Counseling.
4. Explanation and use of training opportunities.

5. Placement.

6. Follow up.

She also emphasized the necessity of understanding children and pointed out that the trend of an occupation should be in the right direction, and that information should include available occupations in your community.

Miss Trigg suggested that there be an individual designated as a counselor in each school to assist the individual in interpreting the information he has received and help him make a start in carrying out plans which he has decided upon. "If guidance does nothing more than help us to know more about the homes from which our children come and know our pupils well, it will be well worth the while," were her closing remarks.

Mr. Charles H. Warren, State Supervisor of Industrial Rehabilitation presented charts showing facts about people who had been helped by the industrial rehabilitation program. He stated that these individuals had been helped physically and were taught trades which had given them a new opportunity in life. "It costs less to rehabilitate a person than it does for the State to take care of such an individual." He stated that those who know of this program should inform others as industrial rehabilitation has been given very little publicity. The age limit for this service is from 16 to 68. Those eligible are persons stricken with infantile paralysis, hunch backs or persons with any permanent handicap.

Others presented during the afternoon session were Mrs. Rose D. Aggrey, president of the Negro State Teachers Association, and Mr. O. R. Pope, principal of the Booker T. Washington High School, Rocky Mount, N. C.

Following the presentation of visitors the president, Mr. Hugh Victor Brown, gave a brief, but

inspiring address. Excerpts are as follows:

"I have served this organization from its birth to a time when it is now able to stand alone. I now retire with full assurance that the same support you so willingly gave me, you will accord to my successor.

"Again I bring before you the question of making the State Association a 'Delegated or Representative Assembly' which you adopted in your resolutions a year ago and which I earnestly hope you will do again. I am more convinced than ever that our great State Teachers Association will function more effectively under such a system when every nook and corner of the State is definitely represented in the Association."

Reports from the various committees were made. The Committee on Resolutions made the following recommendations.

1. That a section for elementary principals be included in the next meeting of this division of the State Teachers Association, and that it be held at a separate period from the High School Division.

2. That the district be more closely tied up with the parent body.

3. That an intensified membership campaign be conducted.

4. That there be increased appropriation for the district.

5. That intervisitation between the districts be carried on.

6. That the question of the State Association becoming a "Delegated Assembly" be submitted to the teachers for a vote.

7. That the TEACHERS RECORD be sent to new teachers immediately upon payment of dues.

8. That the District elect one member to the State Executive Committee.

9. That the outgoing president of the District automatically become a member of the Executive Committee of the District.

10. In view of the fact that the officials, teachers and student body and New Hanover County have spared no pains in caring for our comfort and entertainment, we recommend that a vote of thanks be returned to them by this assembly.

The Committee on Time and Place suggested to hold the next

I'm Cold

By MRS. ROSE LEARY LOVE
620 East Boundary St., Charlotte, N. C.

A dear little crocus peeped out of the snow
And held up her tiny green leaves.
With a quaint little bow, she asked the sun
"May I warm by your fire, please?"

meeting at the West Street High School in New Bern, North Carolina, the third Saturday in November, 1940.

The new elected officers are:

President, Mr. Fred J. Rogers, principal of the Williston Industrial High School, Wilmington, N. C.

Vice-President, Mr. Eugene A. Armstrong, principal of the Anne Chesnutt High School, Fayetteville, N. C.

Recording Secretary, Mrs. Mae Rudd Williams, Jeanes Supervisor, Cumberland County.

Corresponding Secretary, Mrs. Ethel T. Hayswood, Jeanes Supervisor, Roberson County.

Registrar: Miss Fannie P. White, Williston Industrial High School, Wilmington, N. C.

New members elected to the Executive Committee to serve three years: Mrs. Vina B. Battle, Lenoir County; Mr. Walter S. Foster, Wayne County; Mr. Hugh V. Brown, Goldsboro, N. C.

The Administration of Directed Teaching

(Continued from page 11)

ers. This procedure will likewise assist greatly in making it possible for the institution to command the good will and confidence of teachers in the coöperating schools to the extent that the institutions will be free to supervise every aspect of the work of the beginning teacher.

For example, such problems as determining the number of student teachers a critic teacher may supervise each day, selecting critic teachers, deciding on the teaching period, arranging personal and group conferences with critic teachers, and similar activities should be the responsibility of the

director of teacher training in the respective institution concerned. In some situations the lack of this responsibility on the part of training institutions has resulted in critic teachers attempting to supervise as many as eight or more student teachers daily, the selection of critic teachers at random, and the termination of the directed teaching period in a more or less haphazard and uncontrolled manner. Whereas good practice should not permit a critic teacher to supervise more than three student teachers daily, and preferably not more than two. Such a set-up enables the critic teacher to give more time to the supervision of the student teacher's activities.

However, the effectiveness of the critic teacher's supervision will depend very largely upon her experience, background, and academic training. The most effective critic teacher is likely to be the person who is carefully trained in subject matter and education, and is well groomed as a classroom practitioner. This person would make it possible to achieve a three way correlation in the training of secondary school teachers to the extent that she would be able to offer the course in special methods for her subject, and, at the same time, supervise the student teacher. In other words, we would have in a single person emphasis on subject matter, on theory and practice, and on application of her theories in the classroom. This procedure would enable the director of teacher training to realize a higher degree of integration of observation, participation, and directed teaching.

Second Ward Shares In Federal Vocational Education Funds

By MARGUERITE M. ADAMS



R. CHAIRMAN, Mr. Harding and Teachers: I have been asked to give you information concerning a program being attempted at Second Ward and to solicit your coöperation in carrying out that program, a program which we hope will become eventually city-wide. This program deals specifically with Vocational Education on the adult level, though some mention will be made of the general program of Vocational Education.

Before I make this plea for your help in our program, I crave your indulgence while I cite, as briefly as possible, the purpose and some of the history of the Federally-aided program for Vocational Education in North Carolina.

Vocational Education, according to the Federal Advisory Committee on Education in its report for February, 1938, page 74, broadly defined, includes all experiences whereby one learns to carry on a useful occupation. It is in this sense that the term is used here.

The Federal Vocational Education program began in 1917, when the Smith-Hughes Act was passed. The passage of this act was the result of the continued efforts of men who felt that, because of the poverty of some of the states, the Federal Government should make provision to insure training for useful occupations. This act provided for three phases of vocational education; namely, agriculture, home economics, and trade and industry.

The agricultural program provides training in both rural and city schools, and for persons either in school or for those who can take only part-time work. Few city schools have availed themselves of the opportunities offered by this fund, but some excellent work has been done in rural communities.

The second provision was for home economics. This program offers training to women employed in home-making in their own homes or other homes; girls and women employed outside their homes in industrial, commercial or other occupations; household employees; girls still in full-time attendance in schools (14 years or older); girls out of school, but unemployed. The home economics program includes home projects, designed to have pupils carry on activities under normal home conditions, teaching women how to care for the health of the family, how to select and care for clothing, how to select and prepare foods, and how to solve personal problems.

The trade and industry section provides for two types of school, the unit trade and general industrial schools. In the former, pupils are taught only the trade in which they are interested. In the latter, they are taught elements of several closely related trades. There are also part-time trade and industrial classes

for workers between 14 and 18 who are employed, and evening classes for men employed in trades or temporarily unemployed.

In the above section of my talk I have tried to give you a brief sketch of the purpose and provisions of the original Vocational Education Act. But I wish to add here that three more acts have been passed, greatly increasing the amount of money available for these phases of education and adding one more phase, namely, distributive occupations such as merchandising and salesmanship.

The first supplementary act was the George-Reed Act, passed in 1924. This act increased the money available for home economics. The George-Ellzey Act of 1934 was the second supplementary act. This increased funds, also. The George-Deen Act was the third act and was passed in 1937. This act, as I said before, added a new phase of education. The Federal grants for these phases of education now amount to \$21,785,000 annually. In addition, the money from the first three funds is matched dollar for dollar by local and state funds.

It will not be amiss to insert here some information concerning how this money has been spent and what advantage the people of our State, especially our own people, have taken of the funds available. If you will bear with me long enough, I would like to give this information for each type of Vocational Education. This information is given for five-year periods and is separated for whites and Negroes. I might also ask you to bear in mind that for every dollar spent from Federal money, a dollar must be spent by the State except for the George-Deen fund. The George-Deen fund is not included because at the time this table was compiled, the act had just gone into effect and no report was available. All figures are taken from the report of the State Board of Vocational Education for the years studied.

TABLE I

¹ Expenditures for Vocational Agriculture from Federal Funds, Enrollment and Per Capita Expenditures by Race for Five-Year Periods

Year	Expenditure		Enrollment		Per Capita Expenditures	
	White	Negro	White	Negro	White	Negro
1917-18.....	\$ 3,845.80	\$ 738.96	189	114	\$20.34	\$ 6.48
1921-22.....	46,984.82	10,221.24	1,010	468	46.51	23.97
1926-27.....	104,937.50	14,840.41	5,783	1,054	18.14	14.08
1931-32.....	148,555.46	15,283.08	4,619	980	31.72	15.59
1936-37.....	158,623.74	19,135.05	11,291	1,711	14.02	11.24

You will note that the table began with 1917-18. This was in order to get it for periods used in other funds by the study from which these data were taken. Studying this table, it is found that although the Negro is 29 per cent of the population, he did not

¹ Adams, Marguerite M., *The Participation of Negroes in Federal Education Grants in the State of North Carolina*. (Unpublished Master's Thesis) Howard University, 1938, page 47.

receive his proportionate share of these funds, in spite of the fact that most Negroes live in rural areas where this work is generally carried on. In only two cases did the Negro participate on a proportionate basis as far as enrollment is concerned, namely 1917-18 and 1921-22, the earlier period of the operation of the fund. But discrepancies are more easily seen when the per capita expenditures are studied. Here, at no time does the per capita expenditure for Negroes equal that for whites. Further analysis could be made, but since our school program is to deal with home economics and trade and industry, more space will be devoted to the analysis of these tables.

The second table shows how the money from the Federal Vocational Education fund for Home Economics has been spent in North Carolina for the same periods for which the fund for Vocational Agriculture was studied.

TABLE II
2 Expenditures for Home Economics from Federal Funds, Enrollment and Per Capita Expenditure by Race for Five-Year Periods

Year	Expenditures		Total	Enrollment		Per Capita Expenditures	
	White	Negro		White	Negro	White	Negro
1917-18....	\$ 773.75	\$.....	\$ 773.75	34	.....	\$22.75	\$.....
1921-22....	2,070.50	114.00	2,184.50	442	117	4.90	.96
1926-27....	5,537.00	537.50	6,074.50	3,928	820	1.40	.65
1931-32....	28,973.80	541.35	29,515.15	7,005	258	4.13	2.09
1936-37....	42,436.11	2,190.22	44,626.33	2,472	321	17.16	6.51

An analysis of this table shows that the Negro in North Carolina has not enjoyed the full benefits from this fund. The amount appropriated for home economics during the earlier periods of its operation was small to begin with. From the table it can be seen that during the first year the Negro received nothing. However, this might be due to the fact that there was difficulty in organizing classes and in securing people who could do the work. But the number of Negroes enrolled in this work for 1926-27 indicated that they were participating to a very large extent, yet only one-tenth of the total money was spent on them, despite the fact that the Negro constituted a fifth of the total enrollment. But the most glaring inequality is shown in 1931-32, when the amount of money for home economics was increased by the George-Deen Act. Here the Negro receives only \$541 out of a total fund of \$29,515.15. His enrollment for this period has fallen off, so that it is only a very small per cent of the total. Strange to say, however, the per capita expenditure for 1931-32 for Negroes more nearly approaches that for the whites than any other period studied, due not to the fact that the money was more equitably spent, but to the fact that the Negro enrollment decreased while the enrollment for whites increased. The figures for 1936-37 show that the women and girls of North Carolina, both white and colored, failed to participate in the activities made possible by this fund. The enrollment for whites decreased to almost one-third of its number for 1931-32, and the Negroes' enrollment increased slightly, but does not approach the high level of 1926-27. All this in the face of the fact that the money expended had in twenty years increased from \$700 to \$42,000.

2 Adams, Marguerite M., *The Participation of Negroes in Federal Education Grants in the State of North Carolina*. (Unpublished Master's Thesis) Howard University, 1939, p. 51.

According to this table, it is safe to say that women of North Carolina in general and the Negro women in particular have not participated as largely as they should in the benefits offered by the Vocational Educational Fund.

The last fund which is included in our study is the fund for trade and industry. This money also comes from the Federal Vocational Fund, supplemented by State funds.

TABLE III
3 Expenditures for Trade and Industry from Federal Funds, Enrollment and Per Capita Expenditures by Race for Five-Year Periods.

Year	Expenditures		Enrollment		Per Capita Expenditures	
	White	Negro	White	Negro	White	Negro
1917-18.....	\$.....	\$.....	.....	.....	\$.....	\$.....
1921-22.....	8,394.50	.....	2,685	.....	3.12	.....
1926-27.....	19,075.24	2,743.86	4,576	658	4.17	4.17
1931-32.....	23,133.16	5,122.06	4,127	1,367	5.60	3.74
1936-37.....	43,040.11	8,069.27	7,437	1,507	3.91	5.35

At first glance, one would say that the above table paints a better picture of the distribution of funds for Trade and Industry than for any other of the Vocational Educational funds. But there are several factors to bear in mind when judging this distribution. The Trade and Industry fund is spent largely in urban areas and is apportioned on the basis of urban population. During the periods studied, the per cent the Negro was of the urban population ranged from 31.6 in 1921-22 and 30.4 in 1936-37. Using this fact as a basis, it can be seen that only in 1931-32 does the enrollment approach 30 per cent of the total enrollment, but at no time does the amount spent on the Negroes approximate 30 per cent of the total amount of money spent for trade and industry. In fact, actual figures showing the per cent indicate that the range is from zero in 1921-22 and 18.1 per cent in 1931-32, when the fund was a little more than half what it was in 1936-37, when the per cent spent on Negroes was only 15.7 per cent of the total spent. The range in per capita is not so great, for it can be noted that at some periods it is greater than that spent for each white person.

The Negro, then, seems to take a greater advantage of the funds for trade and industry than for home economics; yet neither from the standpoint of enrollment nor money spent does he participate as he should.

It would not be amiss to pause here and try to find some reason or reasons for the fact that the Negro does not take advantage of these opportunities. Negroes would be prone to say that the basic reason is the prejudice of white people who have these funds in charge. It will have to be admitted that to some extent this may be true. However, the speaker is inclined to look closer home for some reasons. And these are two that are found: First, the indifference of leaders who have known for years that funds for these types of education are available. These people have made no effort to see that the mass of people were informed concerning these funds. Secondly, the ignorance of the great majority of our people concerning the advantages which are offered them.

It is the work of years to break down the walls of prejudice, so I do not come asking you to do that, but

3 *Ibid*, p. 49

to remove the other causes preventing the full participation of the Negro in these benefits. The teachers and other leaders must inform themselves concerning these funds, then they must get this information over to the public, through churches and any other agencies which are at hand.

Second Ward has made a step in this direction and has secured the approval of the director of vocational education in Charlotte to begin classes in trades and home economics. These classes will begin within the next week, and each one of you is urged to encourage people to come and register with the school for the subjects to be offered.

Persons who are over sixteen and not enrolled in the day schools are eligible, provided they are engaged in the trades (or related trades) offered. Home-makers may enroll in the classes for sewing or cooking. The following courses are being offered: Trade drawing and mathematics, masonry, waiting and catering, maid service, practical nursing, cooking and sewing. Men who are engaged in the building trades may enroll in the first two courses mentioned. Any persons employed (or temporarily unemployed) in foods occupations, such as waiter, cook, bus boy or the like may enter waiting and catering. The practical nursing course is open to girls or women employed as nurse maids or home nurses, as well as practical nurses. It is necessary to enroll at least twelve people in order to maintain an average daily attendance of eight. The classes will meet twice weekly for two hours and the courses will run twenty periods or five weeks.

The object of these courses is to aid men and women to improve their ability to work in order that they may improve their homes and earn a better living. If the Negroes of Charlotte take advantage of these opportunities, the results will be felt in the day schools, because children will be better cared for and their homes will be better. In order that each person may demand a better wage, a card showing that the person has completed the course will be given each one. It will be signed by the Superintendent of Public Schools, the Director of Vocational Education and the teacher of the subject.

At this time, there are thirty-eight adult classes being conducted in the white schools of Charlotte, and the enrollment is over four hundred. The Director of Vocational Education is very anxious for Negroes to share in this type of education. The Superintendent of Public Schools endorses this program. Can the Negroes of Charlotte do less than bend every effort to induce people to come and enroll in these classes?


In conclusion, I wish to ask your coöperation in the effort of Second Ward to bring these advantages to the people of Charlotte. These advantages are free and the concerted efforts of the leaders are needed to get this information over to the public. Help us remove the stigma of indifference which has been cast at us because we have allowed our people to remain in ignorance of these opportunities for so long.

Older Boys To Meet At Dillard High School

GOLDSBORO, N. C.

Conference Slated for April 19, 20, 21, 1940

By HENRY T. JOHNSON

S announced by the executive secretary the Thirteenth Annual Y.M.C.A. Older Boys Conference of North Carolina will meet at the Dillard High School, Goldsboro, N. C., April 19, 20, 21, Friday, Saturday, and Sunday.

The fee, which is \$2.50 per delegate, should be sent to Henry T. Johnson, executive secretary of the Conference, Washington High

School, Raleigh, N. C., and should reach him no later than April 15, 1940. Registration begins at 2:00 o'clock, Friday 19th. Every high school or Y.M.C.A. or boys' group in North Carolina are asked to send as many delegates as possible.

The theme of the conference is "The Life That Counts." In previous years the themes have been of such nature so as to instill,

within the delegates and members, ideas and principles which are based on the richer and fuller things of life.

The main feature of the opening night will be an inspirational address on the subject "Rewards of a Counting Life." On Saturday morning the conference faculty will have charge of group discussions based on the conference theme. On Saturday night at the annual banquet, the boys will hear an address on "The Life that Counts in Service." On Sunday morning the boys will attend church services and hear a sermon on the subject "Jesus, the Example of a Counting Life." Boys from the mountains to the seashore will assemble in the city of Goldsboro, N. C., for the great conference to inspire future Negro men.

Mr. H. V. Brown, principal of Dillard High School is host to the conference.

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On to FAYETTEVILLE...

The North Carolina
Negro Teachers Association

Will Hold Its

Fifty-Ninth Annual Meeting

At

Fayetteville State Teachers College

March 21st, 22nd, 23rd, 1940



General Sessions and Group Meetings at

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and

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BUILDING



Every teacher is urged to renew membership at once. The Association can only go forward, unhampered, through the loyal support of every teacher. Membership and Teachers Record cost each teacher less than two cents per week. Send membership dues before the meeting.

Volume XI
Number 3

May
1940

North Carolina Teachers Record

Official Publication of the North Carolina Negro Teachers Association

THE COMMON SCHOOL is the greatest discovery ever made by man.

Education is our only political safety. The wine of Beauty and the bread he breaks. Outside of this ark, all is deluge.

Teaching is the most difficult of all arts and the profoundest of all sciences.

The highest service we can perform for others is to help them to help themselves.

Had I the power I would scatter libraries over the whole land as the sower sows his wheatfield.

I beseech you to treasure up in your hearts these, my parting words: Be ashamed to die until you have won some victory for humanity.

I hold treason against this government to be an enormous crime; but great as it is, I hold treason against free speech to be incomparably greater.

If ever there was a cause, if ever there can be a cause, worthy to be upheld by all of toil or sacrifice that the human heart can endure, it is the cause of education.

—HORACE MANN.

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Presented Gold Medal by N. C. Teachers Association for Fifty Years of Service



MISS LEONORA T. JACKSON

THE North Carolina Negro State Teachers Association in its fifty-ninth session, held at Fayetteville State Teachers College, presented a gold medal to Miss Leonora T. Jackson for services as classroom teacher for fifty years.

She was born in Halifax County, North Carolina. Her elementary education was in the public schools of North Carolina and in Petersburg, Va. In 1881 she graduated from Shaw University, with the B.S. degree. Later the honorary degree of Master of Arts was conferred upon her by her alma mater.

Miss Jackson's rank in scholarship at Shaw University caused the president, Dr. H. M. Tupper, to select her as a student teacher during the four years of her college course. She has studied at

Hampton Institute, Hampton, Va., and at the University of Chicago.

Prior to graduation, she taught in the rural schools of North Carolina in Halifax, Rockingham and Richmond counties. Since her graduation she has taught in the city schools of North Carolina in Raleigh, Reidsville, Asheville, Winston-Salem, Wilmington, and in the public schools of Missouri—Dalton and Keytesville. Her first position after graduation was in the Plymouth State Normal School—now Elizabeth City State Teachers College. Subsequently, she taught in Bartlett A. and I. School, Dalton, Mo.; Lincoln Institute (now) Lincoln University, Jefferson City, Mo.; Baptist College, Macon, Mo.; Shaw University, Raleigh, N. C. (Employed by the State of North Carolina as Teacher of Education) and Fayetteville State Teachers College.

She has taught in summer schools at

Lincoln Institute, Jefferson City, Mo.; High School, Sedalia, Mo.; State Normal School, Elizabeth City, N. C.; Collegiate Institute, Rich Square, N. C.; Shaw University, Raleigh, N. C.; Normal School and Teachers College, Fayetteville, N. C. Also extension courses in Raleigh, N. C.; Goldsboro, Lillington, Clinton, Smithfield, Whiteville, Warsaw, Fayetteville and Elizabethtown, N. C. In 1888-'89 she was treasurer of State Teachers Association.

Although Miss Jackson resigned and has the enviable distinction of having taught in the classroom sixty-six years—sixteen of which were at Fayetteville. Yet, owing to her personality traits, Christian character, interest in young people, zeal and enthusiasm, she is retained as Directress of Young Men at Fayetteville State Teachers College, Fayetteville, N. C.

North Carolina Teachers Record

OFFICIAL PUBLICATION of the NORTH CAROLINA NEGRO TEACHERS ASSOCIATION

VOLUME XI

MAY, 1940

NUMBER 3

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SUBSCRIPTION PRICE: \$1.50 a year.

ADVERTISING RATES on application to Executive Secretary

Membership dues in North Carolina Negro Teachers Association, \$1.00 per year, which entitles each member to four consecutive issues of the NORTH CAROLINA TEACHERS RECORD.

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Address all manuscripts for publication and all correspondence regarding membership, advertising, et cetera, to
G. E. DAVIS, 301 Carmel St., Charlotte, N. C.

RESOLUTIONS

Adopted at the 59th Annual Session of the North Carolina Negro Teachers Association at State Teachers College, March 23, 1940

We, your committee on resolutions, beg leave to make the following report:

1. We wish to extend thanks to the president of the college, his corps of teachers, and the committee hosts in general for the kind hospitality shown to all during the three days of the convention. We wish also to thank the Honorable Mayor and the others who so generously extended kind words of welcome and the various musical groups who furnished musical entertainment during both the general and sectional meetings.

2. Salary Question:

The committee wishes to thank the State for the step taken last year toward lessening the salary differential and while it expresses its utmost confidence that the State will do what is right by its Negro teachers, the committee wishes to reaffirm the resolution of previous years that the entire differential be eradicated and that Negro teachers be placed on a parity with other teachers with equal certification. The committee feels that with the fine race relations which exist between the two races, this program of erasing the salary differential can and should be adopted without the interference of outside influences.

3. Teacher Retirement:

Be it resolved, that we support with all our power the N. C. Educational Association in its program looking toward teacher retirement legislation.

4. American Teacher Association.

Be it resolved that the Association will endorse by actual participation with the program of the American Teacher Association.

5. Federal Aid for Education.

Be it resolved that the Association go on record as endorsing the movement for Federal support for education in this State as well as in other states of the South.

6. Graduate Study.

Be it resolved that the Association go on record as thanking the State for the step taken toward providing graduate work among the colleges where it has been established.

7. Delegated Assembly.

Be it resolved that a special committee be appointed to study the advisability of a delegated assembly and submit with recommendations at the next meeting of the convention in 1941.

8. District Associations.

Be it resolved that the Association go on record as favoring a closer tie up of the district teachers association to

the extent that increased financial support or appropriations be given the districts, that the districts be required to make definite reports at the State conventions, and that the *TEACHERS RECORD* be sent at once to those teachers who pay their fees at the time of the district convention.

9. Juvenile Delinquency.

Realizing the fact that there has been an increase in delinquency among boys and girls throughout the State and that there is no provision whatever for caring for delinquency among girls of the race, the committee wishes to submit the following resolution to wit: That the Association extend its eternal thanks to those fine women of the race in the State who, with Dr. Charlotte Hawkins Brown, and Mrs. Minnie Pearson, Durham, struggled for many years to keep the doors of Effland Home open, but finding the burden too great were forced to give up the task for lack of support from an unfriendly legislature and a citizenship which failed to realize the importance of dealing scientifically with the great problem of delinquency among our girls. That the Association go on record as favoring a committee to go before the legislature in seeking some support in dealing with the problem of delinquency as relates to the girls of our race.

10. Evaluation of Elementary Schools.

Realizing that strength of our educational institutions is the strength of its foundation, the committee recommends that the Association go on record as strongly indorsing the suggestions of Dr. J. Henry Highsmith looking toward evaluation and accreditation of elementary schools.

11. State Congress of Parents and Teachers.

Be it resolved that greater support be given and more active interest be shown toward the work of both State, district and local parent-teacher activity to the end that the great lapse in enrollment between the first and last years of school as shown in the report of Mr. J. Henry Highsmith be erased.

The committee feels that the closer contact by way of teacher visitation to homes and parents visitation at school will do more than any thing else in awakening the consciousness of all influences toward better enrollment and consequent better school attendance.

12. School Activities.

Be it resolved that school activities in general be encouraged for the good of all the children and that over-emphasis of any one phase to the extent that unprofessional ethics often give way to the determination to win at any cost be

strongly discouraged. The committee wishes to suppress strongly any effort to subsidize athletics or any other form of school activity, but recommends greater emphasis upon a strong intramural program which will make for more general development among children.

13. Publicity.

The committee recommends that the entire State press facilities and those of the Negro press be used in disseminating these resolutions.

14. Conclusions.

The committee resolves that a special tribute be paid to our dignified president, Mrs. Rose D. Aggrey, and to the executive secretary, Dr. G. E. Davis, for the very fine program of the general meetings; and a tribute to the various heads of the sections for the quality of the departmental meetings. The committee wishes to express finally the appreciation of the entire Association for the statesmanship of the president of the State Teachers College in the great program of development which is so strongly in evidence everywhere on this campus.

15. *Whereas*, It has pleased Almighty God in His all-wise providence to call from labor on earth to reward in the City of Light and Life one who has made an everlasting contribution to the advancement of race relations and good will. It has been through the efforts of the late W. S. Creecy, principal of the W. S. Creecy High School, Rich Square, and others of like character and ambition that has brought about the advancing changes for the better. *Therefore* we tender the bereaved family our tenderest sympathies and commend them to Him who tempers the wind to the shorn lamb.

16. The Negro teachers of North Carolina voice their appreciation of the recognition by the Agricultural Extension headed by Dr. I. O. Schaub in the promotion of State Farm Agent J. W. Mitchell of Greensboro, N. C., to a position made vacant by the death of the late C. R. Hudson.

We further reaffirm our endorsement and appreciation of our present State administration under the leadership of the Honorable Clyde R. Hoey, the gradual favorable movements toward adjustment of differentials.

Respectfully submitted,
The Committee,

O. R. POPE
ROBERT DALTON
C. L. BLAKE
J. A. TARPLEY
M. C. HOLLIDAY
W. B. WICKER, *Chairman*
H. V. BROWN, *Secretary*

What Can the Schools Do To Aid Democracy?

By O. R. POPE, *Supervising Principal*
Rocky Mount City Schools, Rocky Mount, N. C.

A Response to Address of Welcome, North Carolina State Teachers Association, Fayetteville, March 21, 1940.

*Madam President,
Ladies and Gentlemen:*

In responding to the cordial greetings to which we have listened with a high degree of pleasure and appreciation I believe it is fitting to call your attention in a rather formal way to the implications and challenge of this hour. It is around our convention theme that our thoughts and actions are to be centered for the next two days. In the fifty-nine years of our association there has not been a more important question, nor a bigger idea upon which to hang our map and chart our professional course. What can the schools do to aid democracy?

In spite of all the criticisms which are hurled against the schools we teachers, somehow, remain strangely impervious and unperturbed. We are docile, very docile. "Led as lambs to the slaughter," to use a Biblical expression, so we open not our mouths. When we are reviled we revere not again. We are frequently the butt of ridicule or good natured jokes, without showing insult or even disapproval. No other profession is subject to such unwarranted and unchallenged criticisms; no other profession carries with it such personal and professional restrictions. What a strange democracy we exhibit!

In one breath they tell us work is holy but we must look for our reward in heaven, and in the next breath they tell us we are not earning the little that we receive, that we are not serving the community, and that the product of our schools is woefully lacking in the things we are supposed to teach. Our brain power is dis-



O. R. POPE

counted in the law making bodies of our country; our business acumen is discounted, and we have very little to do with what is called "the business side" of running the schools. It is true we have taught all the business men, the lawyers, doctors, the preachers, the mechanics, and everybody else, but in our popular democracy there seems to operate an unwritten law that a teacher is out of place anywhere in the body politic except in the schools. Outside of a few civic organizations of a non-political nature and teaching Sunday School we are excluded by a tradition that points with a meaningful finger and says, "Be careful; remember you are a teacher and a public servant." They dub us with such names as theorists, idealists, dreamers, not available for the practicalities of life. They tell us that we are physically and mentally branded to such a degree that when people look at us they know who we are.

And now on the other hand what have we done for ourselves? We have consistently and admirably raised the requirements for teaching until now we are recognized as members of a real profession. We have succeeded in enriching

the course of study from the primary grades through the college. The public does not always understand what we are teaching or why, but in the main they leave it to us. On the other hand we have not taken much time to explain to the public our modern school organization and methods, and why we do things. When they question us we talk among ourselves and say, "Why don't the public let us alone. Why don't they trust us instead of calling our courses fads and fancies and frills." To the public we say, "Teaching is a science. We can now measure and even predict success in various fields in terms of norms and intelligent quotients." We use an instrument we call a standard test. We baffle the laymen with our more than three hundred scientific terms. We try to make them believe that we have really constructed scales in which to weigh thought, power, and spirit.

Over the doors of our schools we have written Democracy, and proudly point to it. But Mr. John Q. Public is still dubious. He sees civic teachers in many schools who never exercise the right of franchise at any election, local, state, or national. He knows that in this good year, 1940, there are many teachers who "rule the school" just like dictators rule. He knows that children in many schools are taught to be silent except when called upon to recite, and they are not supposed to report their experiences or to express their opinions. Talkative and ambitious students are called fresh and impudent. Any student who deviates from the status quo is called "a problem child." We hear that student organizations in high schools and colleges are looked upon with suspicion. A student reported that not long ago in

one of our colleges the faculty debated long and loud upon the advisability of permitting a Student Council. In many schools student meetings are never permitted without a "faculty advisor" whose duty is to sit in and "protect" the policy of the school. The students are afraid of the faculty and the faculty is afraid of the students.

We see our activity program top heavy with a participation geared too high except for a few "stars" who are trained to win contests for the benefit of the coach and the sports column of the papers. Qualification for participation being too high except for the favored few, most of the students are mere on-lookers. The extent of participation for them is raising money to pay the bills. Although we say that school activities are for all students; yet, as a matter of fact, only a small fraction of our students are participants or receive any benefits. In the name of school loyalty they are taught to yell for the winners and ridicule the losers. The symbol of success and value is a trophy or cup for which nothing must be sacrificed, mental or physical or any other of those worthy objectives to which we often pay vociferous lip service.

Mr. John Q. Public has heard about what we call progressive education. We have told him that the whole child comes to school. This being true he wonders why we do not adapt our teaching accordingly. He wonders why there are so many failures. He wonders why we talk so much about groups and grades and marks. He wonders why we rate children in terms of letters or figures. Sixty-nine, he's failed! Seventy, he's passed! He is an "E" student, and we throw him away. He's anything from "D" to "A," and, presto! he's a success. We teachers are committed to failing students and this holds true from the kindergarten to the college. We even tell them before we teach them that a certain number according to the law of averages will fail.

Last year a young man wrote home from a certain college: "Ma, they put us on that curve today and I might have to return home. It's something here they call a normal curve of probability and

it's supposed to tell the teacher what you are able to do." Mr. J. Q. Public tells us that he can prove that our decision that a child is not able to learn often means simply that we are not able to teach him. We have just made a "wonderful" discovery that nurture is just as important as nature in determining success. Mr. Public smiles at our discovery. He knew this long ago and is ready to cooperate with us in changing the situation of many children.

From this word picture of the present status of our profession, exaggerated as some may call it, we may deduct some conclusions as to what the schools can do to aid in the realization of the democratic ideal.

On the railway platforms throughout Germany we are told hang three words that epitomize the German way of life, the German philosophy. These words are: Believe, Obey, Fight. In America our philosophy is more spiritual and therefore not nearly so direct or easily understood. We are all committed to the democratic ideal but we have not yet agreed upon a definition. We speak of the American way of life but we have not agreed upon the meaning or the application of this term. Therefore, first, we need a clarifying statement of this ideal. We should make this statement as clear and as forceful as that of the Germans, or any other form of absolutism. We teachers owe our profession a duty in this respect. There should be no shilly-shallying in this. We should write it out—a dynamic, militant philosophy, one that we can vigorously defend, one that is workable. We need a philosophy that will appeal to the American imagination like a popular song. We teachers need a sword as well as a shield.

Second, we need a new emphasis on citizenship. The schools can set up standards for good public officials. This can be done first by teaching students how to vote in their own school elections. As far as I know there is nothing to which a candidate for public office must subscribe beyond a mere oath of office. We give no thought to form or content.

We Negro teachers can make great improvement in this matter

of citizenship both by precept and by example. If we are to have democratic participation of the kind we advocate we must be living examples as well as trainers of our youth. No teacher should be indifferent to the matter of registration and voting. Teachers who neglect this important item of democratic obligation forfeit their right to lead the youth. And so I say, we need a new emphasis on citizenship.

Third, we need to study the nature of propaganda. Society has found this a new and effective way to impose its practices as rules of conduct. We must learn to be sensitive to the insidious nature of this new weapon in all of its forms, the most common of which are advertising, carefully worded half truths, and smoothly phrased insinuations. In a democracy where freedom of speech is encouraged and propaganda is uncensored it is necessary that our youth be taught to detect its ear marks in apparently innocent statements and common beliefs so that he may evaluate them. All propaganda is not bad. We can use it to serve useful purposes. And so I say we need to study its nature.

Fourth, we can aid democracy through a new recognition of personality. We need what some choose to call a Spiritual Democracy. We frequently hear about the forgotten man. He is not the forgotten man, he is the unimportant man. We can never reach the democratic ideal as long as we have unimportant people. No one should be considered unimportant. This should be the basis for our classroom and administrative activities in all types of schools, from the kindergarten through the university. A person has value. A child is a value not only to himself but to the group to which he belongs. In measuring the value of personality we ought to have an M.Q. (moral quotient) as well as an I.Q. (intelligent quotient). Even admitting that we can measure intelligence we cannot thereby measure ability. Intelligence and moral ability are not unrelated but they are not identical. The Christian world follows Jesus of Nazareth instead of Philo, an intellectual giant contemporary with him.

(Continued on Page 6)

How the School Library Can Help Decrease Reading Difficulties

IN THE ELEMENTARY SCHOOL

By MRS. NELL B. WRIGHT

Teacher-Librarian, J. C. Price School, Greensboro, N. C.



THE problems of teaching in the elementary school are varied and many. Perhaps the most prevalent among children is the ability to read well. The school library can be made an important instrument in decreasing such difficulties, if properly used. A careful study was made of individuals in my class. The class was divided into two groups, one of which ninety per cent could not read well. Since using the library in the following way, eighty-five per cent of that group has shown definite improvement in reading and the other group has advanced rapidly.

ACTIVITIES USED TO STIMULATE INTEREST IN THE LIBRARY

Keeping in mind the fact that children as well as all individuals must be interested to learn, the following methods of creating interest were used:

A. Book Displays:

(1) A Book Fair—

A very good collection of new books of late publication was attractively displayed in an extra room. Pupils and teachers were invited to come in and browse. A unique way of announcing the fair was used. This served as a bait to get the pupils to visit the fair and to acquaint them with what was in the library. (See picture one).

(2) Auditorium Programs:

Pupils in the upper grade presented a demonstration lesson on "How to Use Books and the Library." This outline was used: (See picture two).

(a) Things we must know about the library.

(b) How books in the library are classified.

(c) Reference helps.

(d) Problems in locating books.

(e) Making bibliographies.

(3) Dramatization of Books:

Books on various subjects that had not been used were reviewed during "Book Week." One of the books that had been on the shelf for all the preceding year and had not been checked out aroused so much interest that it was decided by a group to dramatize the book and present it before another group. Other books were found and presented in similar manner.

The result was that the children found books that interested them. It was noticed that they first selected books that dealt with subjects in their immediate environment—books that were simple and they could read without difficulty or hard work—books about their hobbies and interest. In discussing with them individually, in an informal way the books of their choice, key questions were asked to arouse further interest. Then they began to look for other books for information. By exposing children to a great variety of books and letting them make their own choices will help the teacher to know her children and what they like better than if she attempted to select "the right book for the right child."

SELECTION OF BOOKS FOR THE LIBRARY

Care was taken in the selection of new books for the library. Various sources and authorities of children's literature were consulted and the order was made keeping in mind first, the interest of the children, their environment and the extent of their world. The following sources were used:

(1) The North Carolina State Library Book.

(2) *New York Times* Book Review Section.

(3) *Herald-Tribune* Book Review Section.

(4) Children's Catalog (1939 Supplement).

(5) National Educational Association.

(6) New York State List of Children's Books.

(7) *Parent Magazine* (Section on Children's Books).

(8) Saturday Review of Literature (List for Book Week).

(9) University of Michigan.

(10) List submitted by members of the school faculty.

ENLISTING STUDENT HELP IN THE LIBRARY

The teacher-librarian being unable to give full time in the library realized that if students assisted, the library could be kept open the entire day so as to serve the children at all times.

A. Method of Selection:

Nine pupils from the fifth, sixth and seventh grades were selected. These pupils with special aptitude to do library work and a sense of responsibility could give guidance to other pupils from what they themselves had experienced. In the selection some fifth grade students were included, keeping in mind that by the time these pupils reached the seventh grade they would be experienced in the library. (See picture three).

B. Kind of Work Done.

The schedule was arranged so that each one of the nine pupils had one period in the library daily—a different period each day so as not to miss the same class but once per week. The entire circulation of books, the mechanical preparation of new books (opening a new book, making book cards, pasting identification slips, etc.) keeping the library in order and giving assistance to pu-

pils using the library were handled by these pupils. The teacher-librarian keeping in the background but giving guidance and instruction at the same time. (See pictures four, five and six).

These pupils, both the library-assistants and those coming in to use the library, realizing that the teacher-librarian was busy with her classes, had experience in

finding their own materials, working out difficulties, making choices, etc.—thus learning by doing.

METHODS OF TEACHING

After interest has been aroused, methods of instruction are simplified. When children want to know, they seek information. An alert teacher will use such opportunities to bring in the mechanics of reading without the pupil being aware

of instruction in reading as a lesson. Starting with simple books and subjects, with careful guidance the children will gradually begin reading more difficult books without knowing it. As they get more confidence in themselves—as their experience grows, their world will widen and the information they seek will lead them to more difficult books.



EXPLANATION OF EACH PICTURE

- (1) Titles of some new books at the Book Fair.
- (2) Learning the system of classification (Dewey Decimal).
- (3) Library Assistants (J. C. Price Elementary School).
- (4) Circulation of books.

- (5) Filing cards at the end of the day.
- (6) Opening a new book.
- (7) Teacher aids lower grades in selecting books.
- (8) Upper grade pupil selects her own book.
- (9) Using the magazine rack.

What Can the Schools Do To Aid Democracy?

(Continued from Page 4)

Kind hearts are not only more than coronets, but more than certificates. And so I say we must begin our social philosophy for today with a new emphasis on the individual human personality.

Fifth, we should organize our school life as a democratic experience. When we pause to consider the gap between our democratic principles and the unsocial atmosphere of many schools this lack of relationship is startling. Teachers who guide children in their group experiences are amazed at the

power of attention, effort, control, and judgment which pupils reveal when artificial school restraints on cooperation are removed. Many problems of discipline and backwardness are solved. The professional life of many teachers is renewed by this change in school. Students and teachers become to know each other and to be friendly. Fear is banished and rapport is established, not only between teacher and student but also between teacher and parent, between teacher and the administrative head. It is only after this that a guidance program can be effectively organized and carried out. And so I say we need to organize our

schools into a democratic experience.

Members of the college faculty, teachers of Cumberland County, ladies and gentlemen: I have thus presented to you as a representative of your guests an outline of the problems of democracy as suggested to me in our convention theme. We are happy to be here and to accept of your gracious welcome in this historic atmosphere, to share your hospitality, to council with you, to laugh and sing with you, to dine and dance with you, and to renew the fellowship of cooperation for the good of the children of our State and for our common democracy.

Negro Youth In Southern Regions

By PERCY BOND, JR.

Director of Negro Affairs, NYA for N. C.

[An address presented at the Conference on Population Research, Regional Research and Regional Development, held at the University of North Carolina, April 30, through May 4]



PROSPERITY is still around the corner. As yet, we have not found that corner, but youths still stand on every corner or at the corner store, waiting. At these corners are many of America's most potentially creative artists—her Negro youth. Here we find future farmers and sharecroppers, cooks and laundresses, carpenters and bricklayers, butlers and chauffeurs, social workers and teachers, doctors and invalids, lawyers and criminals. Some have been to school and some have not—but all are in need. They stand huddled together—waiting. Very few have jobs, most are hungry and miserably housed—they breed diseases which do not accept “being across the railroad track” as a barrier.

They are baited by land-owners, communists, radicals and union organizers, many of whom are ill-intentioned, but who because of oppression by a common injustice realize the power there is in numbers and in unions and therefore accept anyone who can help swell the voice of a people loud enough to let it ring forth that youth today wants guidance, not force; security, not relief; jobs, not guns; homes, not trenches; and life, not death.

Great struggles and hard work face the Negro youth of today. New ways and means must be devised of interesting them in work. Our primary problem in the South is not necessarily to search out new frontiers of job opportunities—we must rather search out new techniques to bring these “Native Sons” out of their states of lethargy. They must overcome this feeling of “. . . my . . . parents brought me in this world, but I'll never be responsible for bringing anybody else here. . . .” “I didn't ask to be born and I don't have the courage to die.” “. . . treated wus-

ser den eber befo'. . . .” “. . . ain't no justice. . . .” “I ain't gonna work for nuthin—no mo'.”

Such futile expressions of our youth are the responsibility of the South—the South caused them and it will be to the South's advantage to overcome them. But the South is still in trouble, it is suffering today more than ever before from the painfulness of a necessary readjustment that must be made between one economic period and another.

Let us look at this jobless and drifting youth. He has definitely limited opportunities for work and is losing even those jobs that he has. But I wonder to what extent his losing those jobs is due to unscrupulous employers or to constant intimidation and exploitation. And after he loses the job—what then? He still must wear clothes, and very likely he'll continue to own a radio, and may even drive a car, or he may move to another city and live on his wits, or on those of someone else. If it's a girl, the same thing is probably true—the only difference being that now she probably wears better clothes and drives a better car. However, deep in their souls they feel more and more a penetrating sense of futility—a sense of being left out of the picture of normal community life.

At any rate, this is still our problem and we don't know what to do about it because we don't have a sufficiently broad and sympathetic understanding of the critical condition facing these young people. All we know is that Negro youth today are not prepared and that too rapidly they are entering the ranks of the labor market and of the vice rings, only to be shunted with bruises, back to the corners or to the jails. Too frequently these youth are hungry, and most usually they are undernourished. Normal opportunities to work are denied by private industry, most

Southern unions, the city and sometimes the State. Illiteracy is on the decline as literacy mounts. Approximately 3,000,000 Negro people in the South through the manipulations of political groups are denied the right to vote. This denial of the free exercise of franchise is a severe handicap to a regional economic stability. It is no friend to Southern education as it pretends to be, and further research will undoubtedly prove that it is a direct slap in the face of so-called democratic institutions. Negro youth has developed from the status of chattels to a position in which he even today is still only partially recognized as a potential contributor to American culture. If the South is to make any real progress, then the doors of equal economic opportunity and sympathetic understanding must be opened wider. The distance between the corner on which youth now stands and the objectives and goals which he should attain must be cut down. Negro youth can then become a part of a growing Southern economic opportunity rather than an appendage—a parasite—to a drifting Southern economic problem.

At present a most unfortunate lag in the social progress of the South lies in the dearth of information available concerning the fundamental problems peculiar to Negro youth. In order to increase this information and to develop a better understanding, I propose that a study be made of the physical and spiritual environment as it relates to and possibly influences the employment and employability of Negro youth. This study could be approached either from an economic (labor), sociological, or educational viewpoint. However, it is the social implications that are of primary concern at this time. We must learn what these “Native Sons” are doing to the existing social pattern in the South and

consequently to the entire economic order.

Might I suggest that this study, which should involve at least a cross-section of some 5,000 Negro youth in each state, could well be approached, it seems, from three angles:

First: An intensive study should be made of the youth aptitudes and abilities and the influences exercised by their environment as it relates to possible employment.

Second: Information should be gathered from both employers and employees which indicates the occupational pattern as it actually exists today, that is, analyses of jobs on which Negroes are hired at present, analyses of jobs on which both Negroes and whites are hired, and analyses of jobs which hire only whites.

Third: The results of such a study should indicate a pattern and stimulate society to take more concerted action toward the training and employment of youth, and thereby raise considerably the level of the great social institutions—the family, the school, the church, the community, industry, and the State.

Personal interviews should be held, and graphs of variation drawn for each youth, and for each occupation studied.

Now after such a study has been made, our "son of slavery" is faced with a most important problem—that of guidance. It is very important that he receive the same guidance that all other youth receive, plus a guidance that will train him to appreciate and to make adjustments to minority techniques. It is imperative that the South provide guidance for Negro youth—but not guidance by the seat of the trousers, or by the terroristic threats of the mob, or even by the limitations of certain stereotyped studies and textbooks. He needs guidance that will enable him to absorb the concepts and the discipline which are vital to the social adjustment of a minority group, and the South must be patient while he gets it. These techniques will not be learned under the guidance of a "flaming sword" or of political cajolery or chicanery, but rather under guidance that finally leads to an honest work experience. He wants to be and needs to be guided to an opportunity to develop confidence and realize that ability can be sold on its merit and that he can earn an honest living under equal working conditions and with equal pay commensurate with the calibre of work done.

Negro youth, like all other youth, simply *want, need*, (and as the

children of generations of faithful servitors) *justly deserve* the reward of life, health, training, economic opportunity and the right for the pursuit of happiness. He of himself is no extremist—he wants no communism or socialism, no fascism or radicalism. He is no Republican nor is he a Democrat. He is just a plain Southern boy. He loves the Southland—this is his home. He wants to stay here and live, and work and take care of his family. He doesn't want to join any particular movement, or to force his beliefs on others. He wants to breathe freely and grow, and feel a sense of security and belonging. This is the natural attitude of Negro youth. This is also the only basis for a lasting democracy in the South. The South owes to all youth, black and white, an opportunity to live and to be accepted as a man.

The Negro has always been a good soldier, and he will not desert in the time of crisis. Just as in the time of crisis when the 9th and 10th Cavalry were called on by General Pershing to march into Mexico because they were fast black and wouldn't run, just so the South could make no better investment than to call on Negro youth to lead in building a fast Southern democracy that would not run.

To build such a democracy requires judicious education. Not miseducation of a few—but the education of all, and the enactment of continual demonstrations of positive and practical programs of human betterment. We are indeed fortunate that the Federal government through the NYA and the CCC has taken the lead in experimental demonstrations. And we now look for further assistance from the Federal government by enacting definite federally controlled aid to education.

Such programs, however, could be augmented by a regular program of education that is in keeping with regional minority group society and minority techniques. Wherein I do not advocate a segregated system of education, I do advocate a system in keeping with the mores, practices and opportunities of the group that is served. For Negro youth there should be particular emphasis on diversified occupational training, effected

through a continued but co-ordinated program of the NYA, the CCC, apprenticeship training and the vocational and employment services. With the development and expansion of such a plan, youth would undoubtedly realize the resultant effects of increased wages commensurate with tangible evidences of increased abilities. Then our so-called problem child would realize a rapidly developing appreciation for human betterment through honest labor.

If these accomplishments are effective then the dignity of standards in those jobs traditionally held by Negroes will rapidly develop and a gradual emergence from a state of lethargy will be noted. Then new opportunities heretofore denied will be opened to him and the results will indicate mass gains. After such gains are realized continuance can be maintained through co-operative research, planning and development, but not through toleration or neglect.

Negro youth must not be neglected but rather be recognized as an integral part of a growing social and economic order—for as we well know, "we can't keep one group in the ditch without the others being there also." It is fundamental to such growth and development that we build with our opportunities rather than fall into a state of lethargy under the weight of our problems. To do this, we must use as our material the resources of the South, both natural and human, black and white. The basic plans have gradually been developing during the past twenty-five years, but educational demands now require a much different standard, a much broader basis of consideration. We have now not only minority problems but minority problems plus youth problems. A very effective and timely statement concerning this was made at the North Carolina State Conference on Employment Problems of the Negro, by President H. L. Trigg, when he said: "... The South's economic problem number one is the difference between the Negro's actual needs and wants, and what the South traditionally thinks he needs and should not want."

We must study carefully these

human resources—these Negro youth—in terms of the total changing economic fabric and thereby eliminate as far as possible the varying currents of confusion, and translate the results into a progressive program of building. The results will yield needed basic and guiding information for the schools, the Employment Service

and the youth in general—both urban and rural.

Therefore, through an enlarged understanding of these human resources, through studies of their physical and spiritual environment, and through careful and sympathetic guidance, many of America's most potentially creative artists—her Negro youth—(as well

as the entire South) may have the chance to experience a more promising future. This will be accomplished, not necessarily through new frontiers but through applied educational training which will bring them out of a state of lethargy around the corner into a state of material and spiritual prosperity.

Preparing for Citizenship

By MISS JENNIE DOUGLASS
Fayetteville State Teachers College

President Seabrook, Ladies and Gentlemen:—Several times I have been tempted to change my discussion upon this occasion because of previous speakers' appearing here already this year. But now that the time has come I find that it is the first subject selected that I shall discuss and perhaps rightly so; for as I study world situations and take into consideration the many incidents that claim front page attention I feel that too much cannot be said about preparing young men and women for citizenship. When we turn to Italy and observe Mussolini in his ruthless method of dictatorship, and to Germany where Hitler is taking from the people that very thing by which men live, I know definitely that there is such a need; and coming nearer home, even to our own campus the number of disciplinary problems that some here had to act upon during the present school year make the need all the more emphatic.

I would have you think with me this afternoon upon the subject "Preparing for Citizenship," for the great State of North Carolina is by its public school system actually engaged in that laudable enterprise. North Carolina is a democracy and we know that the safety of democracies depends largely upon the efficiency of their citizenship. It was Thomas Jefferson who said that while a democracy was a great thing it becomes dangerous when in the hands of an uneducated and unprincipled people, and the establishment of our

present school system is in a measure the outgrowth of that particular statement.

In using the term making of men or preparing for citizenship I do not refer to the human form alone which human form our eyes may behold; but rather to that spiritual element that reflects wills, desires, loves, and hate. As I stand before you now you say there stands Miss Douglass, but not so; for these hands, these feet and eyes that you see do not make the real "Miss Douglass" but they are simply a part of the house which embodies her real self. North Carolina's efforts to improve the quality of the soul is the work which we style the making of men. Just here let me give you a familiar illustration which I know our students in economic geography will readily appreciate. Suppose we go out to your little hill side and dig up a small quantity of virgin soil which may be worth perhaps not the value of a dime. But should you by some mechanical process separate it into its constituent parts you would no doubt get a certain amount of ore which could be used in the making of a cheap pocket knife that might sell for the sum of twenty-five cents. But now carry that same ore through another refining process you would enhance its value perhaps to the point where it could be converted into a physician's instrument which would be worth many times its first value of twenty-five cents; and thus by carrying it through several pro-

cesses of refining you could bring it to the point where if made into watch springs to the value of which would be beyond our power to estimate accurately. Now you will agree with me that it is the various refining processes through which it has been carried that makes the vast difference. And so in that manner we deal with the untrained boy that enters here for the first time. During the four brief years he is here under our care a great change is brought about in his personal appearance and in his mental powers. His speech is improved. He thinks more clearly, and by his contact with faculty members who have ideals and standards of a high order his own ideals and standards are raised. And so on and on, year after year we carry him through the various steps of educational development as we did the iron ore until on his commencement day in cap and gown he comes forth and joins the processional and takes his place with the others where he is to receive the credential of his achievements. When he is introduced by the president he comes out with a smile on his lips and hope on his brow. He delivers his oration, receives his diploma, and goes forth into the world to serve mankind. What is the difference between the green freshman of four years ago and the now proud and dignified senior? Most assuredly it is the results of the many refining processes through which he has been carried by his teachers. This is

true only if he has made the finer things with which he has come in contact a part of himself.

Dr. W. T. Ellis tells the following story which he calls "Deaf to the Phoebe": On one occasion when he, accompanied by guests, were seated at the dining table his son remarked, "Listen to the phoebe." Everyone seemed to hear and enjoy the beautiful notes of the bird except Dr. Ellis himself. The guests who were accomplished musicians decided to make an experiment with Dr. Ellis; upon doing so they discovered that the doctor was actually deaf to certain notes of the bird. The thought there came to Dr. Ellis that we may also be deaf to many of the other finer things of life as he was to the phoebe. I wonder sometime if we as students are not having such experiences as this eminent divine did. I know that in my younger years and in experienced life I have allowed many of the finer things pass unnoticed. Upon one occasion when attending a conference I heard an address by an eminent divine in which he said that Tycho Brahe, the eminent magician, upon one occasion when asked how he came into possession of such magic power replied that there is magic all about us in the trees, in the hills, the flowers, and even in the minds of men, and you too may find it if you strike the rock right. These lines as I recall meant but little to me when spoken years

past, but as time has past, I have come to see now clearly the deep significance of their meaning. Just a few weeks ago you, too, had the rare privilege of hearing this same speaker when he made the very same statement about magic being everywhere. I wondered then whether you like myself was deaf to the finer meaning. During our observance of History Week it was our privilege to learn and to hear many things about the progress and achievement of Negro men and women. We heard about Lucy Laney and we learned the story of Mary McLeod Bethune. We learned how they came up from the low level of poverty to the position where they could render and have rendered noble service to their race and to mankind. We heard the story how it is possible to live amidst evil and ugliness and yet not be a part of it—how the man claimed that while he ate, slept and worked in the vile city of Goshen he did not live there. "My environments," said he, "are wholesome sweet, and beneficent." Let us not be as that ugly bird flying here and there in search for the vulgar things of life but rather let us imitate the lark that seeks the beautiful, the lofty and the pure. You must, my friend, cooperate with North Carolina in its program of making men and women. We can have an efficient citizenship when our minds are cultivated and our moral and physical nature are properly developed. We measure men by their

thinking capacity. We think out plans in an abstract way and then go into the workshop of life and fashion them into concrete form. Every building has been put here, all the equipment in these buildings and every teacher here employed—all these have been provided so that the boys and girls that come here may be made into efficient citizens in order that your State and our State may be a better and safer place in which to live.

In closing these remarks allow me to relate this story that is told concerning Alexander Pope, the great English poet and philosopher. It is said that Pope was a man of small stature and insignificant in his personal appearance. A man who had read and heard much of Pope desired very much to meet him personally; and so journeyed across the continent to visit this great man about whom he heard so much. When ushered into Pope's presence he was so disappointed by the personal appearance that he momentarily lost control of himself and remarked, "why I thought you were a man of large stature, tall and broad shouldered, a man of commanding appearance judging from the reputation you bear." Whereupon Pope stood up and stretching to his full five feet said, "Were I so tall to reach the pole and grasp your ocean in my span, I must be measured by my soul; the mind is the standard of the man."

The Robins' Song

By MRS. ROSE LEARY LOVE
620 East Boundary St., Charlotte, N. C.

Who is it that's singing to me
From out the budding apple tree?
'Tis a lilting song with notes that are light
That comes from the throat of this unseen sprite.
It must be a robin that's singing to me
From out the budding apple tree.

Why is he singing so lusty and gay
This lilting song that I hear today?
Can't you guess, my dear, why he trills so fine?
Why, he, himself, is a very sure sign
That spring has come with its flowers of blue,
And that is the song he sings to you.

Courage

By LENA VICTORIA GRAVES
Caswell County Training School, Yanceyville, N. C.

As long as one has courage
What does it matter if he is poor?
If every mouthful that he gets
Is the result of a daily war?

As long as one has courage,
He then at least can fight,
And will no doubt be victorious,
With ambition as his light.

As long as one has courage,
He can fight until the end,
For he who is courageous,
Will never lack a friend.

Brief History of James Hardy Dillard Book Club

A paper read by Mrs. Mary C. Holliday, Supervisor of Iredell County Colored Schools, at a program of the Lucinda Cook Study Group and the James Hardy Dillard Book Club, April 10, 1940.

Honored guests and members of the Lucinda Cook Study Group and the James Hardy Dillard Book Club, we are honored to have you in our home tonight. In this changing world of which we talk so much about today it seems only fitting that we should as educators and leaders equip ourselves with more knowledge of these daily changes, and certainly we cannot find a more intelligent way of doing so than by travel contacts, radio, and reading. I feel that through the Lucinda Cook Study Group and the James Hardy Dillard Book Club, two names of great significance, that we have launched out in quest of that knowledge that will bring about a degree of satisfaction in a period of so much unrest. For the benefit of our distinguished guests here tonight we shall give just a bit of explanation relative to the names of our reading clubs and tell why we have them in Iredell County.

From the pamphlet entitled, "The Jeanes Fund and the Jeanes Teacher," by Dr. A. D. Wright, president of the Southern Education Foundation, formerly the Jeanes Fund, I shall read a short history of the fine character for whom we have named our book club.

"James Hardy Dillard was born in Nansemond County, Virginia, five years before the outbreak of the Civil War. He had at least early childish impressions of the institution of slavery. Reared on a Virginia plantation, prepared for college at the Norfolk, Virginia, Academy, and educated at Washington and Lee University during the time when the tradition of the late President Robert E. Lee of that institution was very real. Young Dillard studied law and expected to enter that profession. Instead, he shortly became a teacher and after a normal period of progress through various posi-

tions in several institutions, found himself at Tulane University in New Orleans as Professor of Greek and Latin and later as Dean of the Graduate School. From such a background of education and experience he was called to the presidency of the newly formed Negro Rural School fund, Anna T. Jeanes Foundation, early in 1908, being elected president at their first meeting as a corporation on February 29, 1908. It is difficult to convey in a few words an adequate picture of the man himself. James Hardy Dillard was always interested more in human nature than in anything else and the cardinal principle of his life has been an insistence upon social justice to all men, regardless of race or creed; this attitude found ample expression in his activities as President of the Jeanes Fund and subsequently as President of the John F. Slater Fund, and through his intimate connections with the activities of the Protestant Episcopal Church, especially in its work with Negroes. To his new task Dr. Dillard did not bring any preconceived program of fixed objectives; rather he brought an open and inquiring mind and a sympathetic attitude."

It was my good fortune to be a student at Hampton Institute while the late Dr. H. B. Frissell was principal, and well do I remember the evening in chapel when he returned from a visit to Miss Anna T. Jeanes, a Quakeress, and told the story of how Miss Jeanes had been interested in giving of her means which gave rise to the founding of the Jeanes fund now known as the Southern Education Foundation.

Two months before my graduation, I was happy to know that the faculty had recommended me to become a Jeanes teacher in Columbus County in this State. Hardly had I begun my new task

before I found that thirty-seven one-room schools with most of the teachers much my senior and of the old school, required a teacher with a great deal of preparation, and while seeking for such, I found that the president of the Jeanes Fund, Dr. James Hardy Dillard, had a wealth of knowledge that he constantly sent in the way of excerpts, and suggestions of helpful readings to Jeanes teachers. In our Jeanes Conferences he gave us the benefit of his travels, and even though he is no longer president of the Jeanes program it is not uncommon to receive helpful readings from him. When I read of his home town of Charlottesville, Virginia, honoring him on his 80th birthday, I felt that such a teacher and friend to humanity, and personally to me, should be honored in Iredell County, thus we did so by giving the name of James Hardy Dillard to our first book club in the county on his 80th birthday. This club meets monthly for cultural development.

Before the close of our program I shall read helpful excerpts from one of Dr. Dillard's booklets entitled, "Papers By the Way."

Endearing to me also is the name of Lucinda Cook Study Group, for its name is taken from the late Miss Lucinda Cook, member of our race who labored for the education of Negro youth.

While touring Nova Scotia and New Brunswick with an educational group of fifty-five in 1938, in interest of studying the problems of the people there, and at the same time, learning how they were solving their problems, or "lifting themselves by their own bootstraps" as one of the great educators of St. Francis Xavier University at Antigonish, N. S., has said, we often sang for refreshment, and it was my pleasure

(Continued on Page 20)

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Personality

Much is being said and written today about that rather indefinable thing called "personality."

Personality may be winning and attractive or disagreeable and repulsive. It is influenced by all the forces that play upon our lives. Personal appearance and bearing, courtesy or the lack of it, tact or touch (as its Latin origin from *taugo* implies) connotes a pleasing contact with others:—all these enter into or constitute our personality. It is our duty to cultivate in ourselves and by example in our children a pleasing personality. We may do this by the adoption of fine attitudes toward our fellows. We teach our children to memorize the little skit,

"Politeness is to do and say

The kindest things in the kindest way."

But this will have little effect if our conduct at home, in social groups and our general approach to others are the antithesis of our teaching.

Some of us have such an exalted ego that we lose sight of these personal graces which make one attractive and sought after, such as courtesy, which is the natural product of good will expressed by those who have a sincere regard for the feelings of others.

Teachers above all should ever strive to cultivate a pleasing personality because of the contagion of example.

Their charges will assimilate the example set by the teacher.

Self-examination—a going over and examination of our own personality—will be beneficial.

"Just stand aside and watch yourself go by.

Think of yourself as 'She' and not as 'I.'

Find fault, pick flaws, forget the 'guy' is you,

And strive to make your estimate ring true.

The faults of others then will dwarf and shrink,

Love's chain grows stronger by one mighty link,

When you with 'She' substitute for 'I'

Have stood aside and watched yourself go by."

* * * *

Service Pins

The Association this year honored the pioneers in the teaching field by the presentation of service pins

to those teachers who have given fifty years or more to their task. Some of the recipients are charter members of the Association, specifically Miss Leonora T. Jackson, whose picture adorns the front page and a sketch of whose activities appears in this issue; Miss Winnie B. Williams, who is still holding up the torch in Warren County; Prof. C. G. White, who still sits at the head of a school he founded years ago at Powellsville, and Prof. Charles M. Eppes, still in active service as head of the Greenville City Schools and who has never missed a meeting of the Association.

If one should look for a sentiment to express the spirit which actuated these pioneer men and women, none could be more fitting than the beautiful and oft-quoted lines of George Linnaeus Banks:

"I live for those who love me,
For those who know me true,
For the Heaven that smiles above me
And waits my spirit, too;
For the cause that lacks assistance,
For the future in the distance,
And the good that I can do."

And let it be remembered that, thankful for the past and opportunities given them to serve, they are none the less wide awake to the pressing problems of the present.

* * * *

Editorial Notes

At the recent meeting of the State Teachers Association at the State Teachers College, Fayetteville, the teachers by unanimous vote agreed to co-operate in every way possible in an effort to get the Legislature to enact a teachers' retirement law and to provide a fund for teachers thus retired.

The Education Association of white teachers, parent-teacher organizations, local and State, white and colored, are committed to the support of this effort.

As individuals we should spread the gospel of a retirement fund for teachers. We should study its benefits and be prepared to explain how it will serve to raise the standard of teachers and thus benefit the children.

The Bell Telephone System retires its technicians of ordinary education on a pension of \$100.00 per month. Practically all great industrial organizations recognize the advantage of a good retirement system.

Let us hope that our own State will fall in line with others which have already made provision for caring for the most self-sacrificing servants the State has ever had.

The Constitution of our State permits such legislation. We need only to use our franchise to send men to the Legislature pledged to support the measure.

* * * *

Governor Clyde R. Hoey sent out from his high office a call to the citizens of North Carolina to attend the State-wide Annual Conference on Interracial Co-operation. Two meetings were held in April, one at Kinston and the other at Gastonia. Both these sessions were well attended and the addresses made by white and colored speakers gave unmistakable evidence that in North Carolina the two races, working side by side, sharing the same ideas of democracy, speaking a common language, holding to the same creeds and credal sources, and looking up into the face of the same Christ, are faring fast forward in removing barriers to mutual fellowship and understanding. The chairman of the com-

mission, the Right Rev. Edwin Penic, presided. At the morning and afternoon sessions at Gastonia Mrs. Rose D. Aggrey, president of the North Carolina Negro Teachers Association, presided with becoming dignity.

* * * *

Shadow and Light

From the April issue of *The Southern Frontier** we copy two items, one of which makes us thank God for North Carolina and our increasing number of good white friends, becoming more and more sympathetic and fair to her Negro citizens; the other elevates our pride in our sister State, Virginia. We quote without deleting:

"NEGROES SUPPORT WHITE SCHOOLS"

"The Negro children of Clarkston, Ga., have one two-room school house built by the Negroes of Clarkston at a total cost of \$500. When it was finished there was nothing with which to equip it so the Methodist Missionary Society furnished the equipment and also toilets. The local school board supplied the tar-paper roof, a second-hand stove, buckets and brooms.

"The Negroes own most of the property in the Negro section, as well as their own homes. So when

* *The Southern Frontier* is the official organ of the Commission of Interracial Co-operation, Inc., headquarters, Atlanta, Ga.

bonds were voted to build a school for the white children of Clarkston, Negroes were assessed to help pay for it. Since this school was built, two more beautiful, thoroughly equipped buildings have been erected, financed by bond issues.

"The Negroes pay their share of those taxes also. For though there is a homestead exemption law, it does not apply to school bonds. 'One Negro home owner of a three-room house paid last year a tax bill of \$6.85, while a white home owner, with 15 acres, six-room house and city facilities, paid less than \$8.00 tax.'

"Let it be known that Clarkston has lights and water in the white schools, with neither in the Negro school.'"

"The Maggie L. Walker high school of Richmond, Va., erected at a cost of \$500,000, is one of the finest institutions of its kind in the South. Though Richmond has two Negro high schools, only this one can boast of a Negro principal. Of the thirteen elementary schools for Negro children in the city, only four have Negro principals."

With the co-operation of whites and Negroes in the Interracial Commission, we predict that the other ten schools for Negroes will have colored principals. We move forward like the shadow on the dial plate, or the heavenly body by which it is marked—slowly but constantly.

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Where To From Here?

By MISS VIVIAN R. SHUFORD

Mary Potter School, Oxford, N. C.

When the month of May rolls around each year we who are interested in vocations, begin wondering how we may help to compile information and, in turn, get this information over to individuals who need vocational guidance. Maybe some will (and I hope that many high school seniors as well as others will) read this little discussion, and it will serve as a motive to steer those individuals on to analyze one's aptitudes and abilities.

Vocational guidance is not very old, but to many students it has reached the point where it is a bore. To be tested and talked to and advised on what one wants to be, or should want to be, can be a very monotonous procedure. It is equally annoying to be told by an older person, "Don't be a nurse or an insurance agent, the field is overcrowded." All this when one's dreams have been to be the same.

This type of vocational guidance was based on the belief that voca-

tions could be arranged like pigeon holes and that boys and girls could be fitted into one or another quickly and easily.

Now there is a newer type of thinking which holds that jobs cannot be analyzed and described in a few words. It holds that the most we can expect to do is to find out the different kinds of work the job calls for, the skills that are required to do the work, and the satisfaction one gets in doing it.

But we must study the persons more to the extent of finding out the kind of work they can do, the skills they can acquire, and the satisfaction they get out of doing the job.

There was a feeling in the old vocation days that locating a job which might be satisfactory, and then testing a person to see whether the person could do it was enough, but it has been proved that one must not only know how to do the beginning job well but also the jobs into which one might be promoted.

Analyze yourself to see just what skills suit you best. Do you like handling materials, machinery, money, memoranda or men? Do you like quantity or quality work? Do you like routine work and can develop a sort of system, an even rhythm of swinging it through? These things affect your work.

There are types of questions you should be asking yourself, and you should be looking for jobs which you may be considering as possible for you.

We cannot promise that this newer type of thinking will promote more opportunities, but it certainly should decrease the likelihood of getting into the wrong jobs, and it should increase the chances of being able to shift easily and agreeably from one type of work to another when this becomes necessary or advantageous.

Best of all it does make ourselves and our work continuously interesting, and after all, isn't that about as fine a thing as anyone may ask of life?

Minutes of the General Sessions of the 59th Annual Meeting, North Carolina Negro Teachers Association

MISS BESSYE T. SHIELDS,
Recording Secretary

MINUTES FIRST GENERAL SESSION March 21, 1940, 8:00 p.m.

The first general session of the North Carolina Negro Teachers Association convened in the gymnasium of the Fayetteville State Teachers College, on Thursday evening with the president, Mrs. Rose D. Aggrey, presiding.

The Chestnut High School chorus rendered for opening "I Can Tell the World About This," "Sinner Please Don't Let This Harves' Pass" and "God Bless America." Prayer was offered by Rev. E. J. Gregg, pastor of Haymont Presbyterian Church.

Greetings were brought to us by our president who in her annual address made us clearly see that those things we need most in order to succeed are: Unity, fellowship, sincerity and above all a realization of our responsibility as leaders. She begged that the association give serious attention toward improving school conditions in rural areas, continuing all efforts already begun toward removing differential and other problems confronting us.

Mayor Blackwell of the City of Fayetteville who was presented by Mrs. Aggrey expressed himself as being happy to extend welcome to our body, he also assured us of being so well entertained that we might prove anxious to remain in the vicinity. From the mayor we also learned something of the historic origin and background of the city of Fayetteville wherein exist fellowship, love, spirit of friendship and brotherly love and hoped we would enjoy the privilege of coming to this spot, basking in the life and drinking from the fountain made possible by that noble personage, Dr. E. E. Smith, whose spirit permeates the atmosphere

of the entire community and whose memory is revered by both white and black.

A most hearty welcome on behalf of teachers of Fayetteville and Cumberland county was expressed by E. A. Armstrong. Our souls were inspired as he related to us outstanding Negroes of Fayetteville of former years who are as follows: Chas. Chestnutt, Dr. Robert Harris; J. Walker Hood.

Response was made by Prof. O. R. Pope, supervising principle of Rocky Mount City schools who stressed the question: "What Can the Schools Do to Aid Democracy?" These points being emphasized (1) We teachers need a sword as well as a shield; (2) A new emphasis on citizenship; (3) We need to study its nature (4) We must begin our social philosophy with the significance of the individual human personality; (5) We need to organize our schools into a democratic experience.

Our guest speaker, Dr. Felton G. Clarke, president of Southern University, La., was presented by Dr. Charlotte Hawkins Brown as a scholar of high merit, a most efficient instructor and the youngest Negro College president in America. Dr. Clarke in his address begged us not to put aside the things which give zest to life. That we never turn our back on Christian religion, maintain a high standard of culture, that we make an assault on super-naturalism and that we see our responsibility as leaders.

MINUTES SECOND GENERAL SESSION

March 22, 1940, 2:30 p.m.

The second general session of the North Carolina Negro Teachers Association, convened in the gymnasium Friday, March 22, at

2:30 p.m. The meeting was opened with music by the Williston Industrial Band, Wilmington, N. C., and the chorus of Newbold Training School, Fayetteville, N. C. Mrs. Aggrey, presiding. Prayer was offered by Rev. Dwelle, pastor of First Baptist Church of Fayetteville.

Dr. Julian Miller, editor of the *Charlotte Observer* was presented by Lawyer Oakes of Fayetteville as one of the finest representatives of the press.

DR. MILLER'S ADDRESS

Dr. Miller in his address tried to impress us with our own possibilities in a democracy. He also made an attempt to inspire our group to a sense of appreciation of our own achievement. Our failure to rise, said he, is due to our lack of information of the things done by our group. Among the achievements of the Negro mentioned by the speaker were our progress for the past 70 years in business, education, the professions and in general. Within the race there are genuine and rich possibilities for development, thus he made an appeal for self-interest. He said that education itself is not social salvation, humanity in many instances suffers as a result of education. Whatever progress we should hold up as ideal do not make the error of feeling that education of boys and girls for a job is our maximum duty, or that education has reached its limit. North Carolina cannot live half-educated and half illiterate, it is common sense for the white man to bring the Negro out of illiteracy for the common good of all. Our social status is fixed by the advantages of the most disadvantaged people and we are good or bad in proportion as

all are lifted up. North Carolina at the present time is more discontented with the progress being made in education than at any other time, because of the fact that the progress already made has excited the better thinking people. Teachers have more to do with the race and what it is to become within the next 25 years, they have at hand a weapon no other citizen may hold, namely, that of determining the destiny of the race. Our means of salvation is through the school, giving boys and girls aspirations and principles of morality which will make for the development of integrated personalities.

Mr. Egbert Peeler, of State Department of Education, urged us to do a better job of teaching boys and girls through the aid of supplementary readers.

Dr. J. H. Highsmith, also of the State Department, brought greetings from the North Carolina Education Association, and discussed briefly teachers salaries, tenure, evaluation of our schools, compulsory attendance and adult education.

Dr. N. C. Newbold, director of Negro Education made very timely remarks in which he expressed gratitude to friends for kind thoughts during his illness. He also paid tribute to W. S. Creedy, one of our high school principals.

Music rendered by the Johnston County Training School Chorus.

The meeting adjourned with benediction by Dr. Cotton, Henderson, N. C.

At the close of the meeting the president, Mrs. Rose D. Aggrey, placed a wreath on the monument of the late Dr. E. E. Smith, founder of the Fayetteville State Teachers College.

MINUTES THIRD GENERAL SESSION

March 22, 1940, 8:30 p.m.

The third general session of the North Carolina Negro Teachers Association was held in the college gymnasium, Friday evening, March 22, at 8:30 p.m. The president presiding.

Music for opening was rendered by the Darden High School Glee Club, of Wilson, and prayer by Dr. J. A. Cotton.

Following announcements by

Mrs. Aggrey, Dean Benjamin Mays of Howard University, was presented by Dean L. S. Cozart of Barber Scotia College. Dean Mays in his address urged us to teach our children the things we do not necessarily find in textbooks prepared for teaching. He further brought out these suggestions in his address: (1) Teach our Negro boys and girls to cut the economic garment according to economic laws, teach them thrift, teach them by precept and example and teach them to own something; (2) teach them never to accept the inferior role to which they have been assigned in America, but teach them to obey the law; (3) teach them to develop their minds to the utmost. He said that we should give our boys and girls an opportunity to think for themselves.

Music was rendered by the E. E. Smith Chorus, Fayetteville, N. C.

Dr. Elmer Carter, our next speaker, presented by the former president of our association, Dr. J. E. Shepard, told us that one of our greatest problems is our lack of opportunity, the Negro becomes frustrated because of lack of opportunity and hence becomes a quitter. To become a strong people we must have spiritual power, intellectual ability. We will have to meet the struggle no matter how hard. If we meet it we prove our strength, if we fail, we fail to attain power every race and nation must possess. We will overcome our obstacles by skill, patience, and knowledge. One essential is to teach the Negro that he is a worker, teach him that the gains we share have come through efforts of labor.

Teachers have a responsibility of inculcating inspiration in our community. Consumers Coöperatives and Credit Unions was stressed as ways by which we might better our condition. The Negro teacher must be a leader of this movement to create a strong race—a race physically competent, morally responsible and spiritually capable of meeting the forces of disintegration and despair.

Service pins were presented by Miss Marie McIver, State Supervisor of Negro Elementary Schools in recognition to those teachers who have given at least fifty years

service as teachers. Miss McIver considered it fitting as was expressed in her remarks that we honor these persons, because of the contributions they have made to the race, nation and the spirit in which they have labored. Miss Lenora T. Jackson of Fayetteville Teachers College responded to Miss McIver's speech.

COMMITTEE ON CONSTITUTION

March 23, 1940.

The committee on constitution met on the above date with Chairman Dean A. Elder, presiding.

The committee considered certain suggestions relative to amendments of the constitution. According to the constitution, Article twelve: "Amendments to this Constitution must be offered in writing to the Executive Committee, who shall report the same to the association with their recommendations at least one day before a vote is to be taken on them."

It is understood that the president of the association acting for the Executive Committee may appoint a Committee on Constitution to act in an advisory capacity to the Executive Committee.

It is assumed therefore that the findings of the Committee on Constitution shall be made to the Executive Committee which shall in turn present their recommendations to the general body.

This committee, in order to further the harmonious operation of the affairs of the association, and in order to provide ample time for careful consideration of all suggestions relative to amendments to the constitution — do hereby recommend the following policy:

That all recommendations relative to amendments to the constitution be submitted to the Executive Committee at least ten days before the annual meeting.

We wish it clearly understood that this is a recommendation merely of policy.

Respectfully submitted,

Dean A. Elder, Chairman
Prof. T. Jeffers,
Prof. I. N. Patillo,
Mrs. J. A. Cotton,
Dr. L. E. Boyd,
Prof. T. S. Cooper,
Miss Dorethea E. Williamson,
Secretary.

(Continued on Page 17)

Away From the Beaten Path: How One School Dares To Educate

By CECIE R. JENKINS

Head, Department of Romance Languages and Administrative Assistant
Palmer Memorial Institute, Sedalia, N. C.



THE Palmer Memorial Institute at Sedalia, N. C., has recently carried on a survey among its students which produced results of great and wide-spread significance. It re-emphasized the fact that students on the high school level are generally deficient in the ability to read, write and spell; that their acquaintance with the fundamental use of English grammar is scant; and that their knowledge of ordinary facts is extremely limited. The revelation is not new. This deplorable situation has long been discussed. But until something definite is done in the schools to remedy the condition, it should be of deep concern to every person connected with education, for it is these basic things that are fundamental to the acquisition of all other knowledge. It is this situation which produces work of such inferior calibre in our colleges and universities.

Palmer Institute is, by choice, a small school of only one hundred fifteen students. The work done is on the junior high and senior high school levels with the students ranging in age from eleven to nineteen years. This number is but a tiny fraction of the millions of boys and girls of like ages and grades scattered over the country. But it can be fairly said that what exists in this little section of North Carolina is much the same that obtains in the majority of our schools elsewhere, for this student body is a cross section of the schools of the country. The students are registered from nineteen states, including Maine, Massachusetts, New York, New Jersey, Pennsylvania, Maryland, Virginia, North Carolina, South Carolina, Georgia, Florida, Ohio, Michigan, Illinois, Iowa, Colorado, California and the District of Colum-

bia. From these states such cities are represented as Boston, New York, Montclair, Philadelphia, Baltimore, Newport News, Columbia, Savannah, Columbus, Grand Rapids, Detroit, Los Angeles, Washington and naturally the larger cities of North Carolina. These students are a picked group from outstanding families that have an intelligent background; people who are willing to go to extra expense to send their children to a high school where the charges are but little less than the yearly costs in colleges. Every student from these various centers entered Palmer Institute with average grades and many of them with above average and superior grades. Yet the larger portion of them could not spell a fair percentage of the words taken from an eighth grade speller. Any number of them could not name the parts of speech and said that the difference between the active and passive voice was a question of time—the active voice representing something happening now and the passive voice representing something that happened in the past. A young lady from Michigan said that the *longest bone* in the body is the *lung*. A boy from New Jersey said that the Sphinx is a star. In another instance, a young lady from Washington, D. C., defined the equator as “the farthest end of the earth that one can travel.” According to a young man from North Carolina it was John Bull who killed Abraham Lincoln. A young lady from South Carolina wrote on her paper that an oasis is, “When you put your hand on the Bible and swear.” This, however, was contradicted by a young lady from Boston who insisted that an oasis is a fruit. Such prize boners as these are amusing when considered lightly or when found in widely scattered cases. But

when some fifty or sixty persons from one hundred fifteen make replies equally as far-fetched and ridiculous, the situation becomes alarming.

At the Palmer Memorial Institute the instructors constantly complained that they could make no progress in high school subjects because the students did not know the grammar school work. Physics suffered because of lack of arithmetical ability. History fell victim to poor comprehensive reading and limited geographic background. Foreign language met defeat through the all too scant knowledge of construction and use of the mother tongue. Recognizing this fact to be all too true, Dr. C. Hawkins Brown, president and founder of Palmer Memorial Institute, introduced a plan whereby some of the deficiencies of the students could be definitely ascertained and steps taken toward their correction.

A day was set aside on which all regular classes were suspended. During this time the students were all given a comprehensive test covering material, the major portion of which every child should know almost automatically after completing the eighth grade. The test was compiled by members of the teaching staff and approved by Dr. Brown. It was divided into three sections—first, grammar; second, spelling; third, general information. There were thirty-five questions on general information. Penmanship was also included as a part of the test. It was judged by the type of writing done on the test. In order to give the students a fair chance they were told beforehand to use their best penmanship and sufficient time was allowed to prevent rushing. One hour and forty-five minutes was allotted for the first section, one hour for the second

section and one hour for the third section. The following are examples taken from each part of the test:

PART I—GRAMMAR

1. How many parts of speech are there? Name them.
2. Classify the types of sentences as to form and use.
3. How many tenses are there? Name them.
4. Compare the adjective *beautiful*.
5. What is the difference between the active and passive voice?

PART II—SPELLING

- | | |
|--------------|----------------|
| 1. Knowledge | 6. Profession |
| 2. Principle | 7. Taking |
| 3. Physical | 8. Similar |
| 4. Erroneous | 9. Significant |
| 5. Advice | 10. Entirely |

PART III—GENERAL INFORMATION

1. How many stripes are there in the American flag?
2. What is the largest bone in the body?
3. Who is John Bull?
4. Name the hands on the clock. What is the difference in them?

Of the one hundred fifteen students taking the test, there were only nineteen who passed it sufficiently well to be classed as knowing the material, and those nineteen came from various sections of the country. In order to see what could be done to correct this situation, the next two weeks were devoted entirely to remedial work with regular classes suspended entirely for all students except seniors, who continued with their regular courses.

Using the results of the test as a basis, the students were divided into groups according to what they did or did not know in various subjects; what they had learned or needed to learn. Their former classification in the ninth, tenth, or eleventh grade was ignored other than as it met their organization needs for social purposes. Thus, children with approximately the same background of information were placed together. The instruction was done by members of the regular teaching staff who laid aside Biology, Latin and Civics in favor of the three R's. A special course was mapped out to cover the maximum amount of essential material in the allotted time. There were classes in grammar, spelling, writing and general information. The classes in general information consisted of almost rote memorizing of questions and answers taken

from "The Questionnaire" compiled and arranged by J. R. Lee. After memorizing the answers, the students were led by the teacher into a discussion of the circumstances surrounding them. Those few students who seemed pretty well grounded in these fundamentals were given research work in biography to acquaint themselves with some of the men and women whose names and deeds stand out prominently in world history.

The result of this two-week period of intensive drill was more than satisfactory. The students entered into the plan with a gratifying enthusiasm and exhibited an eagerness to catch up the loopholes in their education which surpassed all expectations. In even that short time all of them gained some information which will prove of invaluable assistance in the acquisition of more advanced material. A few progressed sufficiently for further remedial work to be unnecessary. However, the greater majority of the students are still in need of just this type of work, and so remedial work was incorporated into the regular schedule for the second semester.

At present the Palmer Memorial Institute is operating thus: All senior students are taking their regular high school subjects and those who need it are taking remedial courses also. Underclass students who have a good foundation are also pursuing their regular subjects. The other students are all taking remedial work according to the particular branch of learning in which they are deficient. Those who are able to carry both their regular subjects and the remedial work are doing so.

In addition to the courses in grammar, spelling, writing and general information, there have also been added remedial courses in geography and arithmetic.

Students and teachers alike are thoroughly pleased with the results being obtained under this plan. The idea is to get the students' minds free of credit attainment and center it upon the acquisition of knowledge. When this is done, the most serious stumbling block in the way of developing informed students has been removed. When students realize that

they don't know and are as eager to learn as they are to be amused, when teachers are fired with a zeal to teach and are paid by the dawning light of understanding in the eyes of a child as much as by the monthly check, then, and only then, will be produced the thorough, pains-taking students that will make for more intellectually elevated future generations.

This work has passed the experimental stage. Results are obvious, and Dr. Brown considers that the most valuable thing has been done in bringing even the youngest student to the stark realization that he doesn't know what it is all about, and that he is now perfectly satisfied to take that grade or class for which he is fitted at the beginning of another term. Parents, too, have sensed the need and given their consent to the plan. Perhaps only a private school could do this with a president solely responsible to the parents for the success of the child. But every high school principal and teacher can inaugurate some form of reorganization that will reclaim for the youth a usable knowledge of those subjects that make up an elementary school education.

Minutes General Sessions of the 59th Annual Meeting, N. C. Teachers Association

(Continued from Page 15)

REPORT OF NOMINATING COMMITTEE

March 21-23.

The following officers were re-elected:

1. President, Mrs. Rose D. Aggrey.
2. Vice-President, Dr. J. W. Seabrook.
3. Recording Secretary, Miss Bessye T. Shields.
4. Treasurer, Dr. J. A. Cotton.

The following are newly-elected to Executive Committee:

1. Mr. L. H. Hall, Salisbury.
2. J. W. Mitchell, Greensboro.
3. Miss Ada G. Battle, Clinton.

Respectfully submitted,

Mrs. Mae Rudd Williams,
Mr. S. E. Duncan,
Miss Ada G. Battle,
Mrs. G. E. Davis,
Mr. Nelson H. Harris,

Chairman

The Home of a Cultural Center

By MRS. SADIE PERKINS MURDOCK
Chestnut Grove School, Iredell County

*Madam President, Supervisor,
Parents, Teachers and Friends:*

I am happy to greet you and to fill this space on your most worthy program, to try to give to you a few minor thoughts on the subject your executive committee thinks will be of great interest to you, "The Home a Cultural Center."

Among the forces that make for an enduring and progressive civilization is the home. It is the first mold of physique and character. It is the nursery of our culture, aspirations, and ideals. No nation can afford to be neglectful of its influence. Under conditions of ignorance, or neglect of the home, there may develop a generation puny in physique, weak in morals and low in ideals.

All children should be granted the right to grow up in houses that are safe, sanitary, private, and free from ugliness and needless discomfort. Even more they require daily contacts in their homes with high moral attitudes, wise judgment, firmness of purpose and a wholesome unselfish aim.

In order that the home will be the cultural center, we must consider the child, as to its development along these lines. Children should be inspired as to the ways they should spend their leisure. Parents are the ones who really are guides of the child's leisure. It is they who decide where it shall be spent. Unless parents have active, creative interest during their leisure, children will very likely rely exclusively on the movies, detective stories, and the auto for their diversions or will depend upon some organization, some street, some barber shop or to some other places too numerous to mention to direct and plan their leisure. If parents are interested and concerned with the leisure activities of their children, they must work with and through the teachers of these children.

Another phase of development of children in which the home has

peculiar influence is in emotional development—personality. It has been said that we in America have long given praise to the home as the center of influence on character. It has been only in recent years that the plea has come for schools to enter upon the field of character education. This plea has been justified on the basis that the home has not been doing its job adequately, and that the school must enter in order to prevent increase of delinquency, to insure better young people. Is this justified? Certainly if we turn to the results of study of juvenile delinquency we must admit the truth that the home has failed in its ancient task of character building.

The home must be considered the workshop in which the personality of the child is being developed, and the personality of the parents will make up to a large extent the mental atmosphere in which the child has to live. Evidence could be piled up to show that in many homes today the children are not receiving the kind of guidance which leads to rounded personality.

No matter what the program of the school, the program of the home runs on with its great potentialities for good or bad. The solution would seem to lie in the responsibility of the school for family and parent education. Changed adults in the home will mean changed children.

Less and less is it possible to separate the responsibility of the home and the school for child growth and development. Unless the two work together intimately and constructively there will continue to be school failures, lack of parent education, poor health and unwholesome leisure interest.

Enough has been said to indicate the need for close understanding between parents and teachers. Each contributes much to the education of every child and each has something to contribute to the other's problem.

The home should be inviting at all times and most especially for home study, because of certain amusements and many other chores which enter in, in the household. In the meantime, parents will do well to provide the most suitable place possible for uninterrupted study under favorable conditions. A room should be fixed that children may use exclusively for home study, and for the encouragement of home reading. Many useful articles can be made for this room from discarded orange crates as book shelves, nail kegs as seats, library tables for writing from discarded dresser drawers and many other articles with little or no expense for study rooms for children, and parents will not be involved in their activities nor the child hindered in his study. The home would do well to emulate the school in providing as inviting a situation for reading as conditions will permit.

The home is, or should be, the center of life of the community. This center of influence should be made as attractive and powerful as possible. We do not yet appreciate fully the educational influence of environment. We rely too much upon other things and do not pay enough attention to our surroundings.

A pretty and attractive home ground is an incentive to culture.

The daily routine is much harder to endure when there are wanting those elements of soul development which inspire the youth with new ideals. Hence he wishes to go where such things are, that his being may be satisfied. The secret of keeping the youth satisfied at home rests primarily with the character of the home and its surroundings.

The editor of a well known magazine recently asked five hundred businessmen all over the country whether in their opinion there is any value in attractive surroundings to a business plant. Ninety-five per cent of those reply-

ing declared that the product of a business concern or factory is much more valuable when the factory or office is clean, attractive, and beautiful and when the employes can come in daily contact with orderly surroundings.

The same question might be asked of educators, preachers, parents, and teachers—whether in their opinion there is any moral, intellectual, and spiritual value in attractive home surroundings; whether the children are happier and their work more efficient by daily contact with beautiful

grounds; whether the cultivated taste and appreciation of the beautiful would not find expression in the improvement of the home conditions, thus making the home a radiating center of civic improvement.

Then our aim as parents and teachers should be to secure the highest possible development of mind and character. Every element of order, neatness and beauty, every broadening influence, every appeal to the finer nature of the child means better men and women and a more thrifty,

prosperous and attractive community.

May we all as educators, teachers, and parents do our duties in trying to make our homes cultural centers.

Let us keep this in mind:

There is some place for you to fill,
Some work for you to do
That no one else, or ever will
Do quite as well as you.
It may be close along your way,
Some little homely duty,
That only waits your touch, your
 sway
To blossom into beauty.

N. C. High School Drama Association

By PROF. T. JEFFERS, President



THE following will give, in brief form, the results of the recent dramatic contest. It is hoped that all of your questions have been anticipated and answered here, but if there remain some still unanswered I shall be glad to have you send them to me.

The finals of the 1940 Drama Tournament were held at Shaw University on Saturday, March 16. Nine schools participated in the finals, four from the Greensboro preliminaries and five from the Rocky Mount contest. These schools were Dudley High of Greensboro, Second Ward of Charlotte, Highland High of Gastonia, West Charlotte of Charlotte, West Street of New Bern, B. T. Washington of Rocky Mount, Gates Training School of Sunbury, E. E. Smith of Fayetteville and Dillars High of Goldsboro.

The following were the plays given in the finals:

Rocky Mount — "Earthly Passage."

Greensboro—"The Lord's Prayer."

Goldsboro—"Road Into the Sun."

Fayetteville—"Hunger."

Gastonia—"The Man Who Died at Twelve o'clock."

Second Ward—"Road Into the Sun."

Sunbury—"Echo."

West Charlotte—"The Gypsy."

Reference to the chart on another page will reveal the relative scores of the nine contesting schools. The West Charlotte High School of Charlotte won first place and the Paul Green Cup. Highland High School of Gastonia was second, and was awarded a copy of Burns Mantle's collection of the best plays of 1938-1939.

OUTSTANDING PERFORMERS

For the second time, the outstanding performers in the finals were selected. This year the honor of being the best male performer went to Jacob Smith of Gastonia for his fine portrayal of the part of January Evans in the play, "The Man Who Died at Twelve o'clock." To Second Ward High School of Charlotte went the honor, for the second consecutive year, of having the best actress. Miss Marisetta Hardy, in the role of Miss Jule in the "Road Into the Sun," was awarded this honor.

JUDGES

The association secured as judges Professor B. L. Woodruff, head of the Department of English, Johnson C. Smith University; Mrs. I. L. Miller, formerly associated with the Atlanta University Laboratory School; and Mrs. J. L. Delaney of St. Augustine's College, Raleigh. Their services were

cheerfully given, and the association is grateful to them.

HIGHLIGHTS OF THE ANNUAL MEETING

The directors and participants in the finals, as well as the visiting directors, were extended a most cordial welcome to Shaw University by President Daniel. Dining room admission cards and performance admission tickets were issued to the casts and directors by the University. Everything was done to make the visit at Shaw a pleasant one. Guides selected from the student body were assigned to each cast to insure the fullest enjoyment of the school's hospitality.

Professors Jewell and Riddley and their efficient corps of stage hands handled the change of scenery and lighting for each play so expertly that the audience did not have time to get restless between the plays. The new flats made by Mr. Riddley were viewed with appreciation by all.

Miss Margaret B. Jackson, the executive secretary, worked tirelessly to make the finals a success. The result of her work was everywhere manifest.

NEW OFFICERS ELECTED

At the annual meeting, the following officers were unanimously elected:

T. Jeffers, Reid High School, Belmont, president. —Continued, page 20

Mrs. M. B. Crawford, Second Ward, Charlotte, vice president.

Miss Lois Turner, B. T. Washington High School, Rocky Mount, secretary.

Mrs. Helen Townsend Parker, Tarboro, assistant secretary.

Several amendments to the Constitution were offered. These will be mailed to the directors at a later date.

The next general meeting of the association will be held early in the fall at Shaw University so that plans for the 1941 tournaments may be made.

THIS YEAR'S REGISTRATION

Registration this year was the largest in the history of the association; 17 schools entered the Greensboro preliminaries and 24 in the one at Rocky Mount for a grand total of 41. There should be double this number taking part next year.

The schools ranked in the following order:

1. West Charlotte—93.
2. Gastonia—91.
3. Greensboro—90.
4. Second Ward (Charlotte), 88.
5. Fayetteville—86+.
6. Goldsboro—86.
7. Rocky Mount—84.
8. Sunbury—81.
9. New Bern—79.

Brief History of James Hardy Dillard Book Club

(Continued from Page 11)

to lead many of the songs. At the close of one of the "Sings" one day a member of the party asked me if I could use a hundred dollars in my county. I must confess that I was so overwhelmed that I became almost breathless and was unable at the moment to tell her in what way, but I managed to tell her that we could use it. Seeing the plight that I was in, the friend very graciously said, "Come to my room at the hotel some day, then we can talk the matter over. With a few days to think and to have my husband help me, I concluded that with so much emphasis placed upon teacher preparation that nothing would be more helpful than a professional library for the teachers of the county. This modest friend who warned me particularly not to disclose her name, kindly consented to give us the library for the teachers and the children, also permitted us to use the name of her late friend, Miss Lucinda Cook, for the library. The story of the friendship of these fine characters and of an investment made by them from which each agreed to use the in-

terest at the death of either for worthy causes was most interesting and beautiful. At present we have received fifty of the latest and best books on education for teachers, twenty-six lovely books for children for the Lucinda Cook Library, and attractive stickers for each book. This library is to be added to from time to time by the donor. The library is kept in the county superintendent's office and is supervised by the office clerks. All teachers have access to these books and are governed by the rules and regulations of well organized libraries.

The study group idea is a try-out of some of the fine work that we observed on our travel tour through Nova Scotia.

The forty-one teachers in the county have been divided into four study groups and eight books have been studied this term. Press committees have made notes of highlights in the discussions. These notes have been compiled and bound in booklet form which you will see tonight. This booklet will be placed in the library for reference work.

Representatives of the four study groups here tonight will report some of the work done in the county this term.

Auditor's Report on North Carolina Negro Teachers Association

FAYETTEVILLE N. C., MARCH 23, 1940

March 23, 1940.

North Carolina Negro Teachers Association,
Fayetteville, North Carolina.

GENTLEMEN:—We have examined the books of account and records of your executive secretary, Dr. G. E. Davis and your treasurer, Dr. J. A. Cotton for the period beginning April 10, 1939, and ending March 23, 1940, and submit herewith a statement of receipts and disbursements of the respective officers together with a comparison of budget estimates and actual expenditures for the period mentioned.

Your particular attention is directed to our comments and the exhibits and related schedules as shown by the index and on the following pages.

Based upon our detailed examination of the books and records of the Association, our report herewith submitted, correctly reflects the financial condition of the Association as of March 23, 1940, and correctly presents all necessary information as to the financial transactions for the year under examination.

Respectfully submitted,
DAHLBERG AND COMPANY.

COMMENTS

Comments on Records of Executive Secretary—Cash receipts and disbursements of the executive secretary were checked in detail and the bank balance was reconciled by confirmation of the depository. Receipts of membership dues

were evidenced by duplicates retained in the files, all of which were properly accounted for. Canceled checks covering all disbursements were presented for an inspection and were found to be in order. A statement of receipts and disbursements by the executive secretary will be found elsewhere in this report.

Funds remaining in the hands of the executive secretary are as follows:

On deposit—Commercial National Bank, Charlotte, North Carolina	\$ 944.94
Cash on hand to be deposited.....	1,685.00
Total	\$2,629.94

Due to the heavy collection of membership dues while the Association has been in session, the amount of cash on hand for deposit is unusually large. The cash balance was counted by us and found to be intact.

Comments on Records of Treasurer—Cash receipts and disbursements of the treasurer were audited in detail and the bank balances were reconciled by confirmation of the depository. Our reconciliation of the checking account will be found elsewhere. Receipts by the treasurer consisted of \$4,477.56 transferred to him by the executive secretary and \$47.46 received as interest on deposits in the savings account. Disbursements were made on authority of vouchers issued by the executive secretary and all disbursements were found to have been properly authorized and recorded. A statement of

receipts and disbursements by the treasurer will be found elsewhere in this report.

Funds remaining in the hands of the treasurer are as follows:

On deposit—First National Bank, Henderson, North Carolina.....	\$1,081.72
On deposit—Mechanics and Farmers Bank, Durham, North Carolina.....	2,593.29
Total	\$3,675.01

COMMENTS

Comparison of Actual Expenditures and Budget Estimates— While an estimate of expenditures was submitted for the year under review, no estimate of the probable receipts was presented. It is therefore assumed that the estimated receipts for the period would be in the same amount, \$5,010.00. Elsewhere we present in detail a comparison of actual expenditures and budget estimates. On the assumption above mentioned, a condensed summary of operations for the year is as follows:

	Expected	Actual	Actual Over or (under) Expected
Revenue	\$5,010.00	\$5,641.15	\$631.15
Expenditures	5,010.00	4,667.12	(342.88)
Operating surplus		\$ 974.03	\$974.03

This operating surplus is accounted for as follows:

Cash on hand March 23, 1940:	
In hands of treasurer	\$3,675.01
In hands of executive secretary	2,629.94
Cash on hand April 10, 1939:	
In hands of treasurer	\$3,530.86
In hands of executive secretary	1,800.06
Increase in cash funds	\$ 974.03

Fidelity Bonds.—While the bonds of the treasurer and the executive secretary were not presented for our inspection, warrants and checks were drawn during the year in payment of the premiums thereon and were properly cleared through the banks and each check bore the endorsement of the agent writing the bond. Bonds in force are as follows:

Dr. J. A. Cotton, Treasurer	\$2,000.00
Dr. G. E. Davis, Executive Secretary.....	\$1,000.00

The books and records of the Association were found to be neatly and accurately kept and necessary financial records are consistently maintained.

In conclusion, we wish to express our appreciation of the courtesies extended by the officers during the progress of our audit.

STATEMENT OF RECEIPTS AND DISBURSEMENTS

DR. G. E. DAVIS, *Executive Secretary*

April 10, 1939-March 23, 1940

RECEIPTS:	
Membership dues	\$5,522.75
Concessions	15.00
Placement bureau	15.00
Magazine sales	2.94
Advertising	38.00
Total receipts	\$5,593.69
Balance cash on hand April 10, 1939.....	1,800.06
Total receipts and opening balance	\$7,393.75

DISBURSEMENTS:	
Transferred to treasurer—Dr. J. A. Cotton.....	\$4,477.56
Dr. Ambrose H. Suhrie, guest speaker.....	75.00
Dr. John W. Davis, guest speaker.....	75.00
Dr. W. E. B. Dubois, guest speaker.....	70.00
Miss Flora B. Thurston, guest speaker.....	50.00
Miss Ruth G. Rush, housing report.....	15.00
Protest fees on dishonored check.....	1.25
Total disbursements	\$4,763.81
Balance cash on hand, March 23, 1940:	
On deposit—Commercial National Bank, Charlotte, N. C.	\$ 944.94
Cash on hand for deposit.....	1,685.00
Total disbursements and closing balance.....	\$7,393.75

STATEMENT OF RECEIPTS AND DISBURSEMENTS

DR. J. A. COTTON, *Treasurer*

April 10, 1939-March 23, 1940

RECEIPTS:	
From Dr. G. E. Davis, Executive Secretary.....	\$4,477.56

Interest on savings—Mechanics and Farmers Bank, Durham, N. C.	47.46
Total receipts	\$4,525.02
Balance on hand, April 10, 1939.....	3,530.86

Total receipts and opening balance.....\$8,055.88

DISBURSEMENTS:	
Warrants drawn by executive secretary.....	\$4,377.64
Intangible taxes on bank balance.....	3.23

Total disbursements	\$4,380.87
Balance on hand, March 23, 1940:	
First National Bank, Hen- derson, N. C.	\$1,081.72
Mechanics and Farmers Bank, Durham, N. C. (Savings Account)	2,593.29
Total disbursements and closing balance.....	\$8,055.88

RECONCILIATION OF ACCOUNT OF J. A. COTTON, TREASURER, WITH FIRST NATIONAL BANK, HENDERSON, NORTH CAROLINA

March 23, 1940

Balance per bank statement, March 23, 1940.....	\$1,434.47
Less: Checks outstanding	352.75

Balance per books, March 23, 1940.....\$1,081.72

CHECKS OUTSTANDING:

Number	Amount
1039	\$ 9.10
1055	288.75
1059	5.30
1060	7.35
1061	3.05
1062	4.35
1063	2.35
1064	3.05
1065	4.00
1066	6.05
1067	5.40
1068	7.00
1069	7.00
Total	\$352.75

COMPARISON OF ACTUAL EXPENDITURES AND BUDGET ESTIMATES

For the Period April 10, 1939-March 23, 1940

ITEM:	Budget Provision	Actual Expenditure	Budget Over or (Under)
President's office	\$ 100.00	\$ 100.00	\$
Recording secretary	50.00	50.00	.....
Treasurer's office	50.00	50.00	.....
Publication and mailing of RECORD	1,200.00	1,193.11	6.89
Executive secretary's office	375.00	336.17	38.83
Executive committee meet- ings	200.00	177.55	22.45
College section	50.00	41.00	9.00
High school section	75.00	62.37	12.63
Elementary section	100.00	88.85	11.15
Home economics section ..	50.00	25.16	24.84
Convention expenses	350.00	387.50	(37.50)
Salary—Executive secretary	1,500.00	1,500.00	.....
Emergency	250.00	90.70	159.30
Efland Home	100.00	100.00	.....
Art Department	25.00	5.00	20.00
Inter-Racial Commission ..	100.00	100.00	.....
District organizations	225.00	202.73	22.27
Negro life and history	25.00	25.00	.....
National Association of Teachers in Negro Schools	50.00	50.00	.....
Industrial arts section	25.00	.....	25.00
Oxford Colored Orphanage ..	50.00	50.00	.....
Adult education	50.00	17.50	32.50
Physical education	10.00	10.00	.....
Totals	\$5,010.00	\$4,662.64	\$347.36

NOT PROVIDED FOR IN BUDGET:

Protest fees—dishonored check	\$ 1.25	(1.25)	
Intangible tax on bank balances	3.23	(3.23)	
Total budget and expenditures	\$5,010.00	\$4,667.12	\$342.88

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For COMPLETE INFORMATION, write
NELSON H. HARRIS, Director

Volume XI
Number 4

North Carolina

October
1940

Teachers Record

Official Publication of the North Carolina Negro Teachers Association



JAMES WELDON JOHNSON

—Photo by CHIDNOFF, New York.

Directory North Carolina Teachers Association, 1940-41



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* Set up at last meeting.

North Carolina Teachers Record

OFFICIAL PUBLICATION of the NORTH CAROLINA NEGRO TEACHERS ASSOCIATION

VOLUME XI

OCTOBER, 1940

NUMBER 4

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Membership dues in North Carolina Negro Teachers Association, \$1.00 per year, which entitles each member to four consecutive issues of the NORTH CAROLINA TEACHERS RECORD.

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North Carolina Teachers Record

Official Publication of the

NORTH CAROLINA NEGRO TEACHERS ASSOCIATION

Published in January, March, May and October by the
North Carolina Negro Teachers Association

DR. G. E. DAVIS Editor-in-Chief

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Vol. XI OCTOBER, 1940 No. 4

Teachers and Salaries

Says W. T. Bost, in the *Greensboro Daily News*, under date of September 5:

"Salary differentials as they effect white and Negro school teachers will be one of the vexatious issues in the 1941 General Assembly.

"The trouble is not precipitated by the Negroes themselves—but there are legislators who are working on some way to meet the court rulings which have, without exception, been favorable to the Negroes. Leading North Carolina Negroes who have every confidence in their ability to win in the courts are doubtful of such gains in the finality.

"Courts do not promote good-will, and neighbors who go into those tribunals do not get along so well over an extended area and time."

The Negro is well aware of the methods by which court action may be circumvented, and here in North Carolina we prefer to keep our case before the bar of public conscience. We believe in the "Good Neighbor Policy."

This does not commit us as apologists for the unquestionable harm done our teachers in the inequity of a dual salary scale, but it is like "Carrying coal to Newcastle" to tell the school commission it is unjust; their logical minds know it as well as we. There are many white people in the State who would be glad to see this discrimination abolished.

It is through them that more than 5,300 Negro teachers this year receive an additional pay of \$6.00 per month. In other words, in round figures, teachers in Negro schools this year receive \$258,000 more salary than they did last year.

While white teachers get an increase of \$118,000, we do not believe they object to this effort to close the gap. Negro teachers need now to continue to raise their years of college credits and keep well up with every advanced step in the State's educational program. North Carolina still stands out in its effort to "do justly and love mercy."

And so we will carry on. We are looking forward to a brighter day. The sun may be obscured by the

clouds for a month, but vegetation does not go back in the ground. It remains and awaits the return of the genial sun.

Meanwhile we must continue to be insistent in our appeals and by constant agitation educate the public mind to a sense of justice to all people; for after all there must be public assent to every important change in educational policy.

Let us retain our sanity and idealism and still lift our voices in the interest of childhood, primarily, as high priests of the civilization of tomorrow.

Meetings of the District Teachers Associations

The four District Associations will convene at the following places on dates as follow:

Piedmont District—Washington High School, Reidsville, Prof. S. E. Duncan, principal, December 14th, which is the second Saturday of the month. The meeting will open at 10 o'clock a.m.

Southeastern District—West Street High School, Prof. J. T. Barber, principal, New Bern, the third Saturday in November, which is the 16th.

Western District—Winston-Salem Teachers College, President F. C. Atkins, Friday, November 8th.

Northeastern District—Washington High School, Washington, Prof. P. S. Jones, principal, Saturday, November 9th, 10 o'clock a.m.

Editorial Comments

The following colored high schools have been added to the "List of Accredited High Schools," as of July 1, 1940:

Catawba, Curtis Lewis, principal.
Mocksville, G. V. McCallum, principal.
Chestnut, E. A. Armstrong, principal.
Brown Summit, M. M. Daniels, principal.
Clear Creek, P. A. McCorkle, principal.
Huntersville, I. E. Graham, principal.
Pineville, E. A. Chisholm, principal.
Plato Price, C. E. McKeithen, principal.

The first two named are in Class 2-B, the six others are in Class 2-A.

* * * *

Plans are being perfected for the inauguration of the new president of the Elizabeth City State Teachers College, Dr. Harold L. Trigg, on October 15. The editor acknowledges invitation to be present.

* * * *

We call attention to the very fine picture of James Weldon Johnson which adorns the front page of the RECORD.

Copies of the picture may be had for classroom and library by sending ten cents in stamps to this office. So you need not mar your copy of the RECORD. His picture should be in many classrooms.

* * * *

This issue completes the eleventh volume of your magazine. These will be bound in book form and will be seen at our next meeting.

* * * *

Several valuable articles and some excellent poems are crowded out of this issue to give space to the largest enrollment ever had in the history of the Association. These will appear in the January issue.

JAMES WELDON JOHNSON

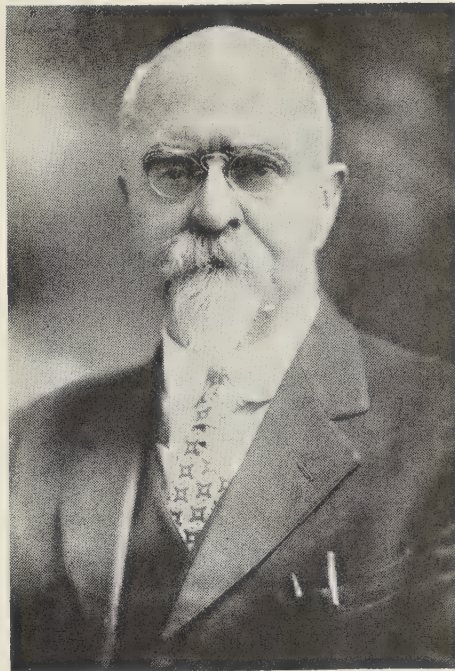
By PROF. EDGAR H. WEBSTER

Formerly Head of Department of Natural Science, Atlanta University



THINK it was Ruskin who wrote of the great Elizabethan poet, "I am not so much interested in what Shakespeare wrote as in the thought that if he had continued to live until now, he would have continued thus to write." I have known James Weldon Johnson for a half-century and something of Ruskin's thought concerning Shakespeare as I reflect that, but for the unfortunate accident which so quickly ushered him out of life, Johnson might have continued not only from three score and seven years to three score and ten years and perhaps to four score years and beyond, he would have continued his creative work in poetry, or fiction, or history, or diplomacy, or in a college chair, or as a student always. And more than likely, he might have entered some other form of social usefulness not covered by these.

Johnson came to Atlanta University in 1887. He was peculiarly fortunate in his ancestry. In his autobiography, "Along This Way," he tells that his maternal great grandmother escaped from the revolution in Haiti in 1803, in a French vessel. This was captured by an English vessel and its human cargo was left at Nassau in the Bahamas. His grandmother and her sister found their way to New York and in that city his mother was born. His father was a free-born Negro from Richmond, Virginia. As a young man he worked in a hotel in New York and there met the young woman who later became his wife and the mother of James. During the Civil War, James Johnson, the father, went to Nassau and was a waiter in the Royal Victoria Hotel, and there married his New York fiancée. After the depression in Nassau that followed the close of the war, he settled in Jacksonville, Florida, and there James, the eldest child, was born in 1871. Thus he failed to acquire any of those inhibitions, an outcome of slavery which frequently interfered in the work between a



EDGAR H. WEBSTER

colored student, born in the South and a white faculty. Johnson speaks of this in the book referred to above:—"I consider the most fortunate thing in my whole life, to be the fact that throughout childhood I was reared free from unique fear or esteem of white people as a race. Otherwise the deeper implications of American race prejudice might have become a part of my subconscious as well as my conscious self." During his college years Johnson was a most satisfactory student, whether in the curriculum work or in the extra-curriculum activities. He was markedly a leader on the platform, whether in debate or in public speaking. When the time came to select the commencement parts he was easily chosen as valedictorian and was elected as the class poet. Here is the chorus of his class song:

"Here's the mighty aggregation
That shall dazzle this great nation,
And shall shake it from circumference to the core.
'Tis the 'Acies Invicta' with its motto 'Res non dicta'
The mighty, mighty class of ninety-four."

The year after graduation Johnson was one of a quartet to tour in the North in the interests of the school. During that summer Johnson made his first entry as a story-writer. The incident was simple enough. The mule would not pull but persisted in backing. So he was put into the shafts in reverse and backed the farmer all the way home. Like Rosalind who saw "sermons in stones," or like the artist who sees a statute in a block of marble, so he saw a story which he created and read almost nightly during the tour and even later. Doubtless its rendition added to the collections from night to night. Possibly Johnson awoke to realize that he had a gift, to be used, and he continued to use it.

Johnson's command of a situation is shown in this incident. He had a class in the Jacksonville High School ready to graduate, but wishing and willing to remain a year longer. So without consulting his committee he added the fourth year, and somehow it went. . . . perhaps because Johnson did it. As Emancipation Day approached he was asked to write a poem for the services. One evening, seated with his brother studying or writing, he suddenly passed a sheet to Rosamond and said, "There it is, Rosamond. Put it to music." Never were words and music more fittingly married than is this work of the two brothers:

"Lift every voice and sing
Till earth and heaven ring,
Ring with the harmonies of
Liberty.
Let our rejoicing rise
High as the list'ning skies,
Let it resound loud as the rolling
seas."

The song lay dormant until Sidney Woodward, teacher of music in Jacksonville, taught vocal music at Atlanta University and brought this song and taught it to the choir. It caught the attention of Johnson's classmate, Professor Towns, who perhaps first grasped its significance, and from Atlanta University campus Johnson's "Ne-

gro National Hymn" is known and loved in every colored school and college throughout the land.

I have said above that Johnson was a most satisfactory student. One incident in my own class will be appreciated by many a student who has met the same problem. He was measuring the electrical resistance of wires in the physical laboratory, and he was at the table a long time and seemed much engrossed in his problem. Finally he came to me and said: "That experiment is wrong!"

"Yes!"

"I have performed the experiment three times and get the same result every time and it is wrong. It shows that the smaller the wire the greater the resistance. And it is wrong. I have performed the experiment three times and get the same result each time."

"You have done the experiment three times?"

"Yes."

"And get the same result each time?"

"Yes."

"Then, Johnson, why not accept the teaching of your experiment?"

He went to his table, wrote up his note book, and the incident was closed. He did not so much act as "one convinced against his will," as one who had learned the danger of approaching a problem with a prejudiced mind. It is probable that the lesson learned, Johnson never again thought of the experiment. But I rarely think of Johnson but that this experiment and his dilemma come to mind. May it not be that this experience helped him in the solution of other and more important problems so far as he was concerned?

The Jacksonville years were followed by some years in New York, where musical and financial success opened the way to some months in France where he became proficient in French. Then back to New York. In 1906 Theodore Roosevelt appointed him consul at Puerto Cabello, Venezuela. Here he added Spanish to his equipment; and later he was appointed consul at Caristo, Nicaragua.

January 1, 1913, just fifty years after the Emancipation Proclamation startled the world, the *New York Times* published his poem, "Fifty Years," and this poem gave him an unexpected publicity both

at home and abroad. Of this poem Brander Matthews writes:

"In it speaks the voice of his race, and the race is fortunate in its spokesman. In it a fine theme has been finely treated. In it we are made to see something of the soul of the people who are our fellow citizens, now and forever—even though we do not always so regard them. In it we are glad to acclaim a poem which any living poet might be proud to call his own."

FIFTY YEARS

O brothers mine, today we stand
Where half a century sweeps
our ken,
Since God, through Lincoln's ready hand
Struck off our bonds and made
us men.

Just fifty years, a winter's day,
As runs the history of a race;
Yet, as we look back o'er the way,
How distant seems our starting
place!

* * * *

That for which millions prayed and
sighed,
That for which tens of thousands
fought,
For which so many freely died,
God cannot let it come to naught.

This poem was written in the last two months of 1912 while still in Nicaragua. This shows that Johnson's appointment under Roosevelt was continued under Taft, and doubtless ended when Wilson entered the White House. The poem was published in the *New York Times*, January 1, 1913. It brought Johnson into national and even into international prominence. Of the poem itself the poet writes, "As first written the poem consisted of forty-one stanzas. At the point where it reached its highest expression of achievement and of faith in the realization of well-earned rights, it took a turn and brought into view the other side of the shield, and ended in a note of bitterness and despair. I saw that the last part of the composition, though voicing the verities, nullified the theme, purpose, and effect of the poem as a whole. After a struggle in which my better taste and judgment won, I cut off the last stanzas."

Then followed the years as one of the secretaries of the National Association for the Advancement of Colored Peoples (N. A. A. C. P.). During these years was the pressure for the enactment of an anti-lynching bill, which did pass the House but as yet has not passed the Senate. In this connection I quote from a personal letter received since Johnson's tragic death.

"It is humiliating indeed to read how his anti-lynch law was crowded into a corner and so fine a man as Henry Cabot Lodge, using a kind of alibi, as he finally remarked to Johnson, 'would have us, at this late hour, take the time to pass a law affecting but about twelve millions of people, and neglect to pay attention to those measures which must affect one hundred and thirty and more millions!'"

On a Sunday in February of the present year, Johnson gave an address at the historic Old South Church in Boston. On the following Tuesday he was present at a convocation at Atlanta University, in recognition of the seventieth birthday of William E. Burghardt DuBois, founder of the N.A.A.C.P. and for years editor of the *Crisis*. Johnson and DuBois had been co-workers in the work of the N.A.A.C.P. Someone who met him on this occasion wrote me saying that "Johnson looked tired." No wonder, perhaps, for Johnson was not a well man. But this incident of the Old South Church calls up a sentence from a personal note received since the news came that Johnson was dead. The writer says:

"When I went to Boston to hear Johnson read his poems in the library, one Sunday afternoon, for the first time I saw what he meant by saying in his book, 'Along This Way,' 'I never felt quite free from consciousness of color until I got to France. Then all such feelings left me.' I was sad to note a little of this consciousness. All that he said was excellent. The house was packed. I was reminded of what Frederic Douglas had said: 'I am always self-conscious before white people.'"

Some months ago a preacher in a large church in the Middle West read to his audience as a portion of his sermon two of Johnson's "God's Trombones." A friend who

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Suggested Reading for Children and Adults

By MARY LOUISE ALBEY, M.A.

Librarian, Lincoln Academy, Kings Mountain, N. C.

[ADDRESS AT THE NINTH ANNUAL DISTRICT PARENT-TEACHER CONGRESS, AT PLATO PRICE SCHOOL]

Ladies and Gentlemen:

I feel that I am indeed privileged to be called upon to discuss with you, such a representative group, this very vital and far-reaching problem—reading interests and habits. I speak of it as a problem because many educational researches have shown that although all but five per cent of our literate population does read something, the attitudes and reactions toward social and cultural problems may reflect seriously upon the amount and type of reading which is done. A second and extremely important factor which may reflect upon our adult reading interests and habits is the attitudes toward reading and cultural things generally that are seen in our children. To the average Negro teacher who comes in contact daily with children of our group, this underlying problem is particularly obvious. We hear and talk a lot about the developing of reading interests and habits in children but the responsibility for guiding and developing these habits rests upon us parents and teachers—the parent whose duty it is to create the proper atmosphere conducive to reading and culture in the home, and the teacher who will in the same manner attempt to perpetuate it in the school. Our first duty is of course, knowing how and what to read ourselves, the rest should take care of itself.

Interest in adult reading interests and habits, has been occasioned largely by the increased interest in adult education which has been promoted by governmental projects, libraries, and other agencies. Reports of these organizations have shown a wide diversity in actual motives for reading as well as the type of material ac-



MISS MARY L. ALBEY

tually read. These diversities may be attributed to any one or a combination of the following factors: Sex, amount of schooling, occupation, geographic environment, age, size of community in which reared, all of which must be considered in the making up of any sort of suggestions as to what adults should read. All, however, should be guided by certain fundamental principles among the most important of which in my opinion are: (1) the appreciation of the whole field of literature, (2) to keep informed about the current topics, particularly those which relate directly to social attitudes and values, thereby making of us more useful citizens, (3) for genuine and wholesome recreational purposes. Much could be and has been said about reading for information and for recreation, but quite often we fail to reflect upon the real appreciation of literature as we should.

C. A. Smith, former head of the department of English at the

United States Naval Academy, in his book, "What Can Literature Do For Me," has listed six values of literature, five of which I thought worthy of passing on to you, together with certain titles and names drawn from literature which, in my opinion, serve to illustrate these points. (1) Literature can give you an outlet. The desire to create, to bring to light the emotions within you and put them in the form of words of beauty—this is what the great writers have done and we who read them are able to experience and feel something of the same type of reaction that must have motivated them. There isn't one of us who after reading a certain tender love poem, hasn't felt a deep satisfying feeling, or after reading a certain soul-stirring novel who hasn't said to himself, "There, that's exactly how I've felt, how satisfying it is to be able to see it actually expressed in words." Some of our best loved literary works are best loved because they do just this. The poems of Longfellow, for example are well-known and offer many outlets for our own various emotions. Which of us hasn't felt and wished for the need for courage in the face of trials such as Evangeline did, or the same love for adventure as that of Hiawatha? When you feel this way you are appreciating literature for it is after all within you.

(2) It can give you a better knowledge of human nature, both by revealing the nature of the writer himself whose thoughts, feelings and emotions are automatically reflected in his works and in the characters which he creates. Because he was of a patriotic nature, Francis Scott Key wrote our National Anthem; that Bryant

was a lover of nature, is easily seen in his "Thanatopsis." The real mastery, however, has been in the characters which have been created and which have lived and will live on through generations. What a complete understanding of the many escapades of boys must have been had by Mark Twain when he created the immortal Tom Sawyer, and who hasn't laughed with Washington Irving at his famous and unforgettable Ichabod Crane. It was the brooding, religious Hawthorne who has made Hester Prynne, of the "Scarlet Letter," a symbol of unfortunates everywhere just as it is our own Richard Wright who is showing the world the unfortunate Negro represented by Bigger Thomas of "Native Son." David Copperfield, Robinson Crusoe, Uncle Remus and Jean Valjean are other characters who are living on because their creators knew human nature.

(3) It can restore the past to you. Through the great historical novels, "The Last Days of Pompeii," "A Tale of Two Cities," "Ivanhoe," "The Cloister and the Hearth," "Henry Esmond," and "The Virginians," have succeeding generations been able to recreate history and make it live in our own lives. Often history is appreciated not because we read it in the history books but because of the vividness with which the men of letters have been able to recapture a certain period in words. We read casually in the history books, for example, about Paul Revere's ride but how much more vital it becomes after we have read the stirring words of Longfellow as he makes us live again the "Midnight Ride of Paul Revere." The master playwright of all time, William Shakespeare, wrote plays which so completely describe the characteristic attitudes of particular historical periods that they still enjoy world-wide acclaim.

(4) It can show you the glory of the common place. There is a tendency in the modern writers, following the trend of the realistic and the scientific, to write about the common-place things and find beauty in them. A modern poet, Carl Sandburg, who wrote "Chicago," has done much toward popularizing this in American his-

tory. As Phillip Brooks has put it:

"It is a noble and beautiful thing to keep ourselves out-growing our contempt, to recognize each day that something which we have been despising as men and poor is high and pure and rich in worth and beauty."

Such a feeling must have been felt by Tennyson when he wrote about a flower growing in a wall and Lewis Untermeyer who wrote these beautiful lines in his poem, "Prayer"

"Open my eyes to visions girt
With beauty and with wonder
lit—
And let me always see the dirt
And all that spawn and die in
it."

This same idea of giving glory to the commonplace is the ideal of democracy for which we are striving in the world to maintain today and it is the appreciation of this that makes us better human beings.

(5) It can give you a mastery of your own language.

We have spoken thus far of the content of literature but we have not spoken of the techniques, the mastery of the works, or the tools by which we learn appreciation. All the great literary works of the world in all fields represent a certain type of mastery of language. The following list represents some of the world's best known literary works:

Epic Poems—Milton's "Paradise Lost," Longfellow's "Courtship of Miles Standish," "Evangeline."

Lyric Poetry—Coleridge's "The Ancient Mariner."

Drama—"Shakespeare's Plays."

Ballads—"The Wreck of the Hesperas," Sir Patrick Spens, "Yankee Doodle."

History—Gibbon's, "History of the Decline and Fall of the Roman Empire"; Bancroft, "History of the United States."

Oratory—The orations of Burke and Daniel Webster.

Biography—Boswell's "Life of Johnson"; Washington's, "Up From Slavery"; Franklin's Autobiography.

Essays—The Essays of Bacon, Lamb, Macaulay and Emerson.
Novels and Short Stories—Irving,

Poe, Hawthorne's, "The Scarlet Letter," O. Henry and Mark Twain.

Dictionaries and grammars help us to understand the inner workings of our language, therefore, we should all own and use them. Mastery of one's language means better understanding and helps us to communicate with each other more efficiently.

The ability to appreciate good literature should make us more intelligent about selecting books for our homes and the forming of good reading habits. Such a progressive point of view may do much toward raising the cultural standard in community and other local projects.

The Negroes of Gaston County have, during the current school year been privileged to become a part of the county library service with five stations which are visited once each month by the county bookmobile. Through these five stations the entire county receives benefit of the service. The appropriation of \$1,000.00 has to date bought 1,100 books chosen from suggestions of the librarians and teachers of the county. Books were purchased as they were needed including Negro books for which there were many requests. Parents were urged to make as many requests as they desired. Throughout the year, an increasing amount of response was noted. We were, of course, aware that the appreciation of such a project can be acquired only through a gradual process. The fact remains, however, that Gaston County is among those that have paved the way and we hope that the Negroes in every county in North Carolina will enter into similar projects.

Library projects such as the one mentioned are of course valuable in establishing desirable reading habits and we cannot emphasize their importance too strongly, but the basis of the whole problem is the attitudes which are formed in the homes. One of the most diligent and conscientious readers in the Lincoln Academy Library is a little girl of seven years who comes in and with as much intelligence and poise as any of the high school students, selects her books,

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What Will Negroes Do for Better Schools?

By DR. N. C. NEWBOLD

Director, Division Negro Education, State Department of Public Instruction



STATE-WIDE has been the major objective in North Carolina's program of education for its Negro population. The aim has been to provide a satisfactory public school opportunity for the little children living in the most remote areas of the State, as well as those who live in the most populous, wealthier sections. To be sure, here and there, because of the initiative, skill and ability of individual principals or teachers, or other community leaders, aided by progressive superintendents, special experimental school projects have forged ahead, in some cases far ahead, of the State level of development. However, it may be well to remember that the total development in the whole State is perhaps a more remarkable experiment than all the combined collective local unit experiments can possibly be.

Perhaps the most important single enterprise in 1940 promoted by the State Department of Education was the series of six group conferences with county and city superintendents of schools. This effort, likewise, has State-wide significance. All of the 169 superintendents were invited to attend one or another of the conferences held in Raleigh, Winston-Salem, Washington, Carthage, Wilmington or Asheville. The entire program in each group was devoted to a discussion of plans and programs for improving the Negro public schools in the counties and cities of the State. The meetings convened at 11:00 a.m. and were in continuous session, except one hour for lunch, to 3:30, 4:00, and one until 5:30 p.m. Carefully prepared minutes of each group's discussion were kept.

A State-wide "Committee of Ten" composed of six county and four city superintendents was elected by vote of all the superintendents themselves by mail, the purpose of this committee being

to examine the minutes of the six group conferences, and to prepare a report and recommendations to be presented to the "State Conference of Superintendents" which met at the Western Carolina Teachers College, Cullowhee, North Carolina, August 1, 2, 3, 1940. Following is an exact copy of the Report and Recommendations of the "Committee of Ten."

I. Findings:

The State Department of Public Instruction has recently concluded a series of conferences in six sections of the State. At each of the conferences reports from City and County Superintendents were given relating to:

1. Large Rural School Units for Negro Children.
2. Improvement of Instruction in Negro Schools and the Distribution of Instructional Supplies and Materials.
3. Provision for Vocational Education for Negro Children.

The reports given by both city and county superintendents indicated a genuine interest in the education of Negro children in North Carolina. A definite trend was noted towards the elimination of one- and two-teacher schools, and the establishment of large consolidated elementary schools and standard high schools, in most counties. School surveys have been made, and county-wide plans have been approved or proposed, in numerous counties, to make proper provision for Negro education in these counties. Many one- and two-teacher schools have already been abolished in the last year or two in the process of actual consolidation. The reports indicated that in counties in which little progress has been made towards establishing larger school centers, the reason is the lack of funds, primarily, rather than the lack of official desire. Even with all the progress made, the fact remains that in some communities

there is a lack of supporting sentiment among leading white people for Negro schools. Moreover, it was brought out that there are still 1817 one-, two- and three-teacher Negro schools in operation in North Carolina, of which 845 are dilapidated, insanitary, and unfit for public school use. The large number of four-year standard high schools established within the past few years is significant, and places North Carolina in a particularly favored position in comparison with other Southern States. Wherever the larger units have been provided it has been clearly demonstrated, first in the consolidation of white school and second in a limited consolidation of Negro schools, that the quality and quantity of education provided is materially increased. There was considerable testimony from school administrative officers that improved educational advantages react favorably on the development of a better type of Negro citizenship.

Your committee believes that improvement of instruction is vitally related to the size of the school unit. A large type school attracts better-trained teachers and principals, and makes possible a type of organization that can be adapted to improved instruction, better health education, and a more satisfactory curricular adjustment, including vocational education. We find, with regret, that in some instances Negro schools are not getting a proportionate share of the instructional equipment, general teaching and school supplies, supplementary reading material, and state library aid. However, it was noted definitely in the district meetings of superintendents that a number of superintendents stated unequivocally that in their administrative units all teachers, Negro and white, were sharing on a per-teacher basis all of these school supplies alike.

We find, in many counties and cities, a creditable beginning has

been made in providing a program of vocational education in Negro schools. However, only about 10 per cent of the available funds for vocational education are spent in the colored schools, whereas Negroes constitute 29 per cent of the population of the State.

II. Recommendations:

1. The committee would recommend that further building of small type schools be discouraged, and that a definite program of surveys, leading to consolidations, be carried out in every county where such has not been done.

2. We recommend that the Legislature make provision for a revolving loan fund at a low rate of interest, to be used for the construction and equipment of buildings in those counties and districts where a survey shows the need for such consolidations.

3. Our committee recommends that a full-time supervisor be employed wherever possible; and that the per-teacher basis for distribution of all school supplies be used; and, further, that supplementary readers and library aid be provided so far as possible on the same basis as furnished in white schools.

4. We recommend that additional funds be made available for vocational education for Negro schools. To make the program effective, additional money will be needed from local, Federal, and especially, State sources.

Finally, in a State like North Carolina which has demonstrated a social consciousness of high order in all of its dealings with its people, and in view of pending litigation affecting this question, it seems to your committee that fairly rapid progress should be made in developing the Negro schools of the State along the lines recommended above; particularly in providing larger units, including adequate buildings, equipment, and transportation, better instructional service and supervision thereof, and an adequate vocational education program.

John C. Lockhart, Chairman
M. E. Yount, Secretary
L. H. Barbour
T. R. Foust
Claude F. Gaddy
W. A. Graham.

Harry Harding
H. B. Marrow
J. W. Moore
Miss Eloise Rankin

The "Report and Recommendations" were unanimously approved and adopted by the "State Conference of Superintendents," August 2, 1940. That body also voted to request the "Committee of Ten" to present their report and recommendations to the next annual meetings of "The State Association of School Boards," and "The State Association of County Commissioners."

The attitude and interest of the State Department of Education and the County and City Superintendents of Schools in North Carolina are comprehensively and effectively outlined in the preceding sections of this paper.

The achievement of the objectives and the goals for improvement of the Negro public schools outlined above, offers, it seems to the writer, an opportunity for co-operation and leadership to the Negro people of the State which they have not heretofore enjoyed.

Some months ago a lady interested in serving lunches in public schools asked a county superintendent of schools why there was no lunch room in a certain large brick consolidated school for Negro children. The superintendent replied: "The Board of Education does not include such facilities in school buildings unless they are requested by the people."

In a hearing before a legislative committee an appeal was made for money for a certain improvement in Negro education. The chairman of the committee said: "I have not had a single request from Negroes anywhere in North Carolina about that."

The commission authorized by the 1937 Legislature and appointed by the Governor, prepared a report and made four main recommendations, as follows:

1. Larger school units in rural areas, which would include adequate buildings, equipment, vocational education, transportation.
2. More State funds for all the colleges.
3. Reduction in salary differentials.

4. Graduate and professional education.

Since the presentation of this report and recommendations, two of the main objectives are in process of being adjusted, viz:

1. At least an experimental program of graduate and professional training is now underway.

2. Within the present biennium \$375,000.00 of State money is being applied on reduction of salary differentials.

These two items it seems, are on the road to reasonable accomplishment. The major tasks, therefore, now facing the State and Negro people are the first two named above in the main recommendations of the Legislative Commission.

Within recent days, without any inquiry on his part, information has come to the writer that one county is abolishing eight small Negro schools this fall and transporting the children to larger centers; four such small schools in each of two other counties, and three in another are likewise being eliminated and the children carried to larger centers.

In the preceding paragraphs of this article two distinct facts appear to stand out prominently, emphatically:

1. The superintendents of schools throughout North Carolina seem ready and willing to promote needed improvements in Negro public schools.

2. Apparently, at least, "requests from the people" to proper officials, both county and State, for better school facilities for their children do have weight and are given faithful consideration.

If the facts inherent in the entire situation in the State as outlined above have been correctly interpreted they will no doubt challenge the interest, the activity and the leadership of Negroes in every community, county and the State as a whole. As never before, it seems, parent-teacher groups in local school districts, in county units, and in the State association, can and will study carefully and thoroughly the problems before them, and make "requests" based upon facts and needs.

What will Negroes do to secure the largest measure of support and improvement of the public schools and colleges in North Carolina?

NECROLOGY

Edward D. Mickle — Teacher, Civic Leader, Churchman. On Sunday, May 12th, last, came to its earthly close the life of a man who lived up to the full measure of his opportunities and in whose varied activities there was but little lost motion.

Born in Camden, S. C., January 14th, 1884, he passed through the public school of his native city, and then entered Hampton Institute from which he came out a finished tailor.

Setting up in business in Durham, the citizens of that progressive city soon discovered that he had qualities, abilities and attitudes which fitted him for a wider service in the field of education.

He was elected principal of the Pearson Elementary School in 1928, where, until the time of his passing, he rendered a service of great value to the city and the State.

Professor Mickle was essentially a teacher. He scarcely would have fitted as well into any other field. He magnified the field to which he deliberately devoted his life—that of elementary education. He loved young children and that love was reciprocated.

He believed in an education that enriches, uplifts, and ennobles, and he provided in quality and degree that kind of training for his young charges. He was a loyal supporter of the State Teachers Association, was constant in attendance upon its meetings and through the years served on many of its important committees.

During the twelve years of his principalship, his school each year sent up a 100 per cent membership.

Prof. P. E. Corpening—Pioneer Education. The summer also witnessed the passing of the devoted and long-time principal of the Olive Hill High School at Morganton.

Professor Corpening was a graduate of Biddle (now Johnson C. Smith) University. Immediately upon his graduation from college he was elected a teacher in the Second Ward High School in Charlotte.

After two or three years of acceptable service there he resigned to accept the principalship of the

High School at Morganton, where for a period of twenty years up to the time of his death he did yeoman service in building character into the children under his care.

He was always thoughtful of others, courteous in his manners, generous in his judgment and speech. Whether in his school or family or associated with his teachers, he always displayed a gentleness and courtesy which were the

The High-Tailed Cat

By NANNIE M. TRAVIS
State Teachers College, Fayetteville

We found her, a stranger, one morning of yore,
Quietly waiting outside our door.
As soon as 'twas opened, she passed inside
And calmly sat down on the hearthrug.

Black was her coat and green her eye;
And, because she held her tail so high,
The children called her the High-Tailed Cat,
And let her take possession.

But when our truant dog came home,
He eyed that stranger up and down;
Then in a most imperious tone
Demanded her credentials.

She slowly rose with feline grace,
And slapped that dog's officious face;
Then stood like injured dignity
To see how he would take it.

Our dog was only a mongrel cur,
And, as a rule, did not prefer
A fuss; but now he felt obliged
To teach that cat some manners.
So the fight was on. The dog did his best,
But the cat assailed him like one possessed.
She beat him most outrageously,
Without once letting her tail down.

And when the dust of battle had cleared,
She stroked her fur and smoothed her beard;
Then with stately step and tail still high,
She marched away to the city.

predominating traits of his character. Born at Morganton where he spent his boyhood and returning to serve the cause of education for twenty years, he proved that a man may not be without honor in his own country. His school during his tenure was always 100 per cent member of the Association.

Mrs. Mary J. Forte—Jeanes Supervisor of Harnett County. Intelligence has just reached us of the passing of this devoted and faithful helper of the teachers and children of Harnett, where for a number of years she served as Jeanes Supervisor.

She was a strong supporter of the Association and frequent letters from her have come to this office in which she expressed her deep interest in the work in Harnett. It was not our privilege to be associated with her intimately in the field, but our travel in the county and contact with the teachers under her revealed that she was held in high esteem.

American Education Week

Very appropriately, the general theme for the observance of the twentieth anniversary of American Education Week, which takes place November 10-16, is, "Education for the Common Defense." We are sure all our schools will be interested and have fitting programs during that week.

The occasion appeals to us not only because of the significance of the theme, but because it celebrates the founding of free schools, a great achievement in the long struggle for the rights of the common people.

Once a year is not too often to think of our schools and their contribution to stability. In troublous times, such as now confront us, let us address ourselves to the topics for the days:

Sunday 10th — Enriching Spiritual Life.

Monday 11th — Strengthening Civic Loyalties.

Tuesday 12th — Financing Public Education.

Wednesday 13th — Developing Human Resources.

Thursday 14th — Safeguarding Natural Resources.

Friday 15th — Perpetuating Individual Liberties.

Saturday 16th — Building Economic Security.

JAMES WELDON JOHNSON

(Continued from Page 4)

was present was so moved by these that she not only copied them down, but later sent us the book. The preacher read "The Creation," and "Go Down Death." Of "Go Down Death," H. L. Mencken writes: "'Go Down Death,' is one of the most remarkable and moving poems of its type ever written in America." The publishers speak of these as "The inspirational sermons of old-time Negro preachers here set down as poetry." Earliest and best known is "The Creation," and this I have used many times at the evening service in the school dining room, in Sunday School whenever the first chapter of Genesis was the lesson, and at other times. In Matthew II, and in Luke 10, Jesus says, "... that thou hast hid these things from the wise and prudent and revealed them unto babes." Doubtless in the sense of this quotation, the preacher that gave the poet his thought was one of these "babes," and this "Trombone" expresses not only the thought of the preacher but also the inner thinking of Johnson. I quote:

"And God stepped out on space
and said

"I'm lonely—I'll make me a
world,"

and after the five days

"He looked on his world

* * * *

And God said, 'I'm lonely still. . .

* * * *

And God thought and thought
Till He thought: 'I'll make me
a man.'"

However this may be, Johnson was no longer young in years, and at some time he had expressed the wish that when his body was laid away, there might be in his hand a copy of "God's Trombones," and I am told that this wish was carried out.

Doubtless among the papers left by the death of the poet there may be found material for a posthumous book. The latest book to be published is a volume of "Selected Poems," bearing for its title the opening poem in the book, "Saint Peter Relates an Incident of the Resurrection Day." Of this an editor writes:

"Satirical, whimsical, and poig-

nant, with something of the simple charm of Negro lore, it tells a legend of the future, a legend of the Unknown Soldier."

In his Foreward to this volume, Johnson says that "The bulk of the poems in this volume have been selected from . . . the author's first volume of verse now out of print." Among the poems not included in this volume and "out of print" is one that I have always loved, one that has that same "satirical, whimsical, and poignant" quality referred to above. I venture to quote this poem that others to whom it may be new may learn to love it also.

"LAZY"

Some men enjoy the constant strife
Of days with work and worry rife,
But that is not my dream of life;

I think such men are crazy.
For me, a life with worries few,
A job with nothing much to do,
Just pelf enough to see me through;
I fear that I am lazy.

On winter mornings, cold and
drear,

When six o'clock alarms I hear,
'Tis then I love to shift my ear,

And hug my downy pillows.
When in the shade it's ninety-
three,

No job in town looks good to me;
I'd rather loaf down by the sea,
And watch the foaming billows.

Some people think the world's a
school

Where labor is the only rule.

But I'll not make myself a mule,
And don't you ever doubt it.

I know that work may have its use,
But still I feel that's no excuse
For turning it into abuse.

What do you think about it?

Let others fume and sweat and
boil,

And scratch and dig for golden
spoil,

And live the life of work and toil,
Their lives to labor giving.

But what is gold when life is sped,
And life is short, as has been said,
And we are such a long time dead;
I'll spend my life in living.

I ask if this poem may not express Johnson's philosophy of life. On Nantasket Beach, on the south shore of Boston Harbor, is a huge storm-worn boulder. The legend is that on this boulder, at one time,

sat Paul Lawrence Dunbar with his lady friend. As the two sat on the rock, silently, it may have been watching the "foaming billows," a poem rang through the mind of the poet, that must be saved at once or be forever lost. There was a pencil at hand but no paper. In this dilemma, the lady quietly lifted her skirt and exposed the white petticoat beneath (in those days women wore petticoats) and thus furnished the material upon which the poet inscribed the poem. Mrs. Julia Ward Howe relates a similar experience. She was in Washington in 1863, and being on the street with Rev. James Freeman Clarke, as they heard the soldiers singing:

"John Brown's body lies a mouldering in the ground," and its variant:

"We'll hang Jeff Davis on a sour apple tree, as we go marching on," the preacher said to her, "Someone ought to write a suitable poem to that tune." That night in the hotel she awoke with the words of a poem running through her mind; and not daring to wait until morning, she rose, threw a wrap over her shoulders, and . . . in the morning found that she had written the lines of the immortal:

"Mine eyes have seen the coming of the glory of the Lord!"

A colored lad found himself one of a fishing party of which the most distinguished member was Booker T. Washington. He was rather dismayed, thinking that Booker T. (as he liked to be called) would spend the day in discussion of large themes. He was surprised and pleased to find that the great man was a delightful raconteur, so that the day which he had rather feared became one of rich enjoyment. But who can tell to what extent the great man, quietly lending himself to entertain a group of simple folk, found his mind fallow and able during the day to plan along some large scheme for Tuskegee Institute for his people. Our best thoughts do not come to us when we seek them, but in the quiet hours when the mind is free and thoughts come almost unbidden. So I think of Johnson, loafing "down by the sea" and watching the "foaming billows," his mind open to suggestions, mayhap from the Infinite, which later he was to transmute into strong and stern action.

—Continued on Next Page

In a note dated July 24, 1938, I find the following: "A great light has been extinguished. Yet not wholly so, for as Longfellow says in his tribute to Charles Sumner:

'Were a star quenched on high
For ages would its light,
Still traveling downward from the
sky,
Shine on our mortal sight.

So when a great man dies,
For years beyond our ken
The light he leaves behind lies
Upon the paths of men.'

Thus will it be with the influence of James Weldon Johnson.'"

When James A. Garfield found himself elected President of the United States, he kissed his wife and his mother, and then went at once to Williamstown, Massachusetts, that he might confer with and receive a benediction from his old teacher. This was the professor of whom Garfield said:

"Give me a log in the woods, and Mark Hopkins on one end and myself on the other, and there is my college."

I do not know of anything in Johnson's history that quite matches this. But in his first volume of poems published in 1917 there is a short poem dedicated to Horace Bumstead. Horace Bumstead was for twenty years the apostle of the higher education of the Negro at a time when the industrial idea caught the attention of wealthy donors. As president of Atlanta University, it fell to Dr. Bumstead to fight not only for the higher education of the Negro but for the existence of the University. Time has brought the solution and all the schools that emphasized the industrial side have become schools of the higher education. It was Johnson's good fortune and that of his class to be taught by Dr. Bumstead during the spring semester of 1894, the last class that Dr. Bumstead taught. The text was Guizot's "History of Civilization." I recall thinking and saying that the members of that class grew that semester from boys into men. Was it the teacher or the subject or the fact of the approaching commencement, or all three? But in the letter quoted above, written by a teacher upon the faculty that year, she writes: "I recall that Dean Hincks said that the boys of

that class grew much during the course." The writer of that letter held that remark in mind 44 years. And Johnson has left a poem that shows his appreciation of the work accomplished by his teacher. I do not know when it was written but it is published in his first book of poems published in 1917.

"To Horace Bumstead"

"Have you been sore discouraged
in the fight
And even sometimes weighted
by the thought
That those with whom and for
whom you fought
Lagged far behind, or dared but
faintly smite?
And that the opposing forces in
their might
Of blind inertia rendered as for
naught
All that through the long years
had been wrought,
And powerless each blow for Truth
and Right?

If so, take new and greater courage then,
And think no more that without
help you stand;
For sure as God on His eternal
throne
Sits, mindful of the sinful deeds of
men,
—The awful sword of justice in
His hand—
You shall not, no, you shall not,
fight alone."

* * * *

It was fitting that James Weldon Johnson, having fought a good fight for his people for the larger part of four decades, should at the age when many are willing to retire, drop into a university chair as professor of creative literature. This was in 1930 at Fisk University, Nashville, Tennessee. In 1934 he became visiting professor of creative literature at New York University. During these years he has not failed to create in the line of his chair, and an autobiography, "Along This Way," a little volume of suggestions to his people; "Afro-Americans, What Now?", and the volume of poems referred to above under the title "Saint Peter Relates an Incident," are a portion of the product of these university years.

Out of these years there is an incident that is well worth relating.

He had been invited to give a course of lectures at Chapel Hill, North Carolina. These were well attended by the students, but one freshman said: "I do not care if he is a poet and has published a volume of poetry. He is a NIGGER and I am not going to hear him." Whether the importunities of his classmates were successful or not does not appear. But the incident is much more creditable to the University of North Carolina than to this freshman.

* * * *

The following tribute to Johnson, taken from *The Nation* of July 2, speaks out of an intimate knowledge of Johnson in his public life:

"James Weldon Johnson, who has just lost his life, was a man of many talents. But it was in his role as a fighter for Negro rights that *The Nation* knew him best. From the days of the successful struggle to free Haiti and Santo Domingo from control by American marines and the National City Bank to the still unfinished fight for a Federal anti-lynching law, Johnson was both a vigorous campaigner and a shrewd diplomat. He knew politics and the mechanics of economic imperialism as well as the needs of the exploited people, and he used that knowledge with absolute devotion."

The two poems, "Lazy," and "To Horace Bumstead" are used in this article by the courtesy of the Viking Press.

SUGGESTED READING FOR CHILDREN AND ADULTS

(Continued from Page 6)

reads and returns them promptly. An interview with the mother revealed the fact that the child's desire for reading had been created through the atmosphere at home. Little Mary has her own private collection of books in a special place at home. Her mother includes a book in her Christmas and birthday gifts instead of just toys. She always tells her mother and father about each book that she has read and she keeps a list of books she has read since reaching the reading age. She can converse intelligently with you about her reading, and she will, no doubt, do this all her life because her read-

ing habits have been developed and firmly established by wise parents who knew the value of starting early.

The implication of this little incident is self-explanatory and highly significant—the importance of maintaining good reading habits for children. I trust each parent has some books in his home placed together in some regular place—shelf, bookcase — which the children can look upon and cherish and which he intends to add to as he is able. I trust each parent has a quiet corner in his home where reading and quiet concentration may be done and that each teacher in his room at school maintains a library corner. I hope that each parent takes at least one daily newspaper and one or two current periodicals that will keep him informed upon current trends. The uncertain conditions which prevail throughout the world demand a thorough and intelligent knowledge of world affairs. We cannot overlook the importance of Negro periodicals and at least one reliable Negro newspaper. Simply subscribing for periodicals is not enough but careful reading should be done which in turn should be followed by discussions by members of the family.

Last, the home should have a well-chosen list of books even though it may be small. No standard list fits the individual needs of any one community. My suggestions to you are based on the "seven cardinal principals of education." The following list is recommended as a minimum essential in beginning a home library. The starred titles are considered essential for the smallest library collection.

I. HEALTH

Blount, R. E., *Health, Public and Personal*.

Sherbon, F., *The Family in Health and Illness*, McGraw-Hall, 1937.

Stuart, H. C., *Healthy Children*, Appleton Co., 1933.

Sheinfeld, *You and Heredity*.

PERIODICALS AND PAMPHLETS

**Hygeia*.

Health Bulletin, State Board of Health, Raleigh, N. C.

Healthy Children, Pamphlets of the National P.-T. A. Congress.

Metropolitan Health Bulletins, Metropolitan Life Insurance Co.

II. CITIZENSHIP

*Lefler, H., *North Carolina History*.

North Carolina Year Book.

Pollard, *Adult Education*.

Gunter, *Inside Europe*.

Hitler, *Mein Kampf*.

Merrit, *From Captivity to Fame*.

*Washington, *Up from Slavery*.

Lynd, *Middletown*.

Van Loon's *Geography*.

*World Almanac.

Negro Year Book

Well's *Outline of History*.

*Woodson, *The Negro in Our History*.

Woodson, *The Rural Negro*.

CONSUMER EDUCATION

Reich and Seigler, *Consumer Goods*, American Book Company, 1937.

Bennett, *More For Your Money*, Chemistry Publishing Co., 1937.

Donham, A., *Spending the Family Income*, Little Brown, 1935.

PERIODICALS AND PAMPHLETS

**Consumer's Guide*, Washington, New Jersey.

Household Finance Corporation Bulletins: Use of the Family Income, Money Management for Households, Marrying on a Small Income, Stretching the Food Dollar, Stretching the Clothing Dollar.

*The Crisis.

*Opportunity.

III. VOCATIONAL GUIDANCE

Allen, *Guide of the Study of Occupations*.

Bijur, *Choosing a Career*.

Carnegie, *How to Win Friends and Influence People*.

Chapman, *Occupational Choices*.

IV. ETHICAL CHARACTER

*The Bible.

*Bunyon, *Pilgrim's Progress*.

Lippman's, *Preface to Morale*.

PERIODICALS

*Denominational Periodicals.

Children's Religion.

V. WORTHY HOME MEMBERSHIP

Arlett, A. H., *Our Homes*, National P.-T. Congress.

Ford, Helen, *The Successful Family*.

Gilbreth, L., *Living With Our Children*.

Thom, *Normal Youth and its Everyday Problems*.

ETIQUETTE

*Allen, *Behave Yourself*.

B. Household Arts.

Boston Cooking School Book.

Myerson, *Homemakers Handbook*.

Fix It Yourself.

PERIODICALS AND PAMPHLETS

**Better Homes and Gardens*.

Superintendent of Documents, Washington, D. C.: *Care of Food in the Home*, *The Home Laundry*, *The Removal of Stains*.

United States Department of Documents: *Child Feeding Charts*, 25 cents.

Child Study Association: *Parent's Questions*.

**Parent's Magazine*.

Woman's Home Companion.

VI. WORTHY USE OF LEISURE TIME

National Recreational Association, *Handy*.

Craver's *Treasury of Art Masterpieces*.

McGhee, *People and Music*.

Krebbiel, *How to Listen to Music*; *Songs the Whole World Sings*.

*Dunbar, *Poems*.

VonDron, *The World's Best Poems*.

Grayson, *Adventures in Contentment*.

Johnson, *God's Trombones*.

*Alcott, *Little Women*.

Barclay, *The Rosary*.

*Dickens, *David Copperfield*.

*Aesop's *Fables*

Drugles, *Green Light*.

PAMPHLETS AND PERIODICALS

National Recreational Association: *Family Fun*; *Home Playground and Indoor Playground*.

VII. COMMAND OF THE FUNDAMENTAL PROCESSES

*Lincoln, *Library of Essential Information*.

*Webster, *Abridged Collegiate Dictionary*.

The following books on Negro life are especially recommended for children.

Akin, *Gifts*.

Akin, A Booker T. Washington School.

Blumberg, Rowena, Teana, Tot and the Blackberries.

Blumberg, Rowena, Teana, Tot and the Runaway Turkey.

Harris, Uncle Remus.
Shackleford, A Child's Story of the Negro.

Sharpe, Tobe.

Stowe, Young People's Uncle Tom's Cabin.

Evans, Araminta.
Whiting, Negro Folk Tales.
Whiting, Negro Art, Music and Rhyme.
Woodson, Negro Makers of History.

Membership Roll, 1939-1940

NOTE: The editor has been careful to see that the name of every member is properly recorded. He will appreciate having attention called to errors or omissions. In many cases social titles are omitted on roster sheets sent in. They are therefore, for obvious reasons, omitted in this roll.

ALAMANCE COUNTY

Alamance Training School

Mr. J. F. Gunn, Mrs. J. F. Gunn, Miss M. C. Sellars, Mrs. E. G. Mitchell, Mrs. N. D. Walker, Mrs. B. D. Clarke, Miss H. L. Chambers, Mrs. L. I. Sharpe, Mrs. E. L. Walker, Mrs. J. D. Brown.

Burlington High School

Mr. C. J. Johnson, Jr., Mr. C. R. Scott, Miss M. E. Bethea, Miss H. T. Boykin, Miss C. L. Harrison, Miss M. P. Rhodes, Miss V. U. Mitchell, Mrs. F. M. Johnson, Mrs. E. Perry, Miss D. N. Lawson, Mr. W. J. Fisher, Mr. S. L. McKethen, Mrs. M. A. Walker, Mrs. B. T. Hawkins, Miss B. J. Puryear, Mrs. G. M. Whitted, Mrs. A. D. Sellars.

Alamance County Unit

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Elon School

Sallie Fitzgerald, Mrs. Leora Trollinger.

Gravelly Hill School

Bessie Miller.

Halls School

Mrs. Suella Hayes.

Fogleman School

Mrs. Pluma L. Forster.

Pleasant Grove School

L. E. Borden, Sadie Bowes, Marie Tyler, W. R. Warren, W. H. Whitted, J. J. Lanier, Gilberta Jeffries, Mrs. Madeline Turner, Mrs. Fostena Keck, Lela Rumley, Mrs. Augusta Lee, Mrs. Dorothy Smith.

Union Ridge School

Mrs. Josephine Holt, Mrs. Victoria Wade.

Arches Grove School

Eunice Faucette.

McCray School

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Byrds School

Mrs. Mary Richmond.

Patillo School

Mrs. Mary Glover.

Crawford School

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Unity School

H. H. Faucette, Mary J. Holt.

Thompson School

Maggie McKoy.

Mebane School

Dempsey Pettway, Loraine Turner, Mrs. Lucille Holland, Mrs. Mamie Donnell, Mrs. Alice Murray.

North Mebane School

Mrs. Zora K. Dillard, Mrs. Dorothy Griffith.

Haw River School

Zola Black.

Green Level School

J. W. Albright, Mrs. Clara B. Cranford, Minetta Roberson.

Woods Chapel School

Mrs. Ava Washington.

Sweepsonville School

T. R. Worth, Mrs. Annie R. Rogers.

Cedar Cliff School

Eliza Holt.

Morrow's Grove School

Mrs. Fannie B. Kirk.

Bowden School

Ruby Turner.

Ellington School

Annie B. Champion.

Rock Creek School

Mrs. Margaret Daye.

Shady Grove School

Kathrine Dillard.

Loys School

Mrs. Louise Summers.

Springdale School

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ALEXANDER COUNTY

Happy Plains School

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ANSON COUNTY

Anson County Training School

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Ansonville High School

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BEAUFORT COUNTY

Pantego High School

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Belhaven School

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Washington High School

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W. S. Etheridge High School, Windsor

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Brunswick County Unit

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Brunswick County Training School, Southport

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Buncombe County Teachers Association

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BURKE COUNTY

Olive Hill High School

Mr. P. E. Corpening, Mrs. M. M. Corpening, Mrs. Charlena S. Hamilton, Mr. W. B. Gibson, Miss A. L. Bell, Mr. J. A. Arnold, Mr. L. G. Walton, Mrs. Katherine H. Young, Miss Jessie Dixon, Mrs. Willie N. Patterson, Mr. John H. Carson, Miss Annie Lee Carson.

County Unit

Mr. Edward Avery.

CABARRUS COUNTY

Barber-Scotia Junior College

Miss S. L. Cecil, Miss M. E. Carter, Miss O. N. L. Denniston, Miss L. A. Dillon, Miss M. R. Hilton, Miss D. B. Holman, Miss V. W. Joseph, Miss C. M. Mabry, Miss J. A. Moore, Mrs. L. D. Roberts, Miss I. J. Russell, Mr. M. F. Shute, Mrs. C. S. Woodruff, Dean L. S. Cozart, Mr. C. E. Boulware, Mrs. L. S. Cozart.

Logan High School, Concord

Mr. E. L. James, Miss Mary E. Banner, Miss Ethel B. Baucum, Miss Ruth E. Blake, Mrs. A. L. Bost, Mr. James Boger, Mrs. L. D. Boger, Miss Lena Council, Miss Emla F. Gaines, Mrs. E. A. Hayley, Miss G. P. Hayley, Mrs. E. O. James, Miss Bessie I. Newsome, Miss F. M. Onque, Miss Louise M. Spencer, Mr. R. H. Toole, Mrs. Missouri I. Wilson, Mrs. M. M. Williams, Miss Doris E. Dennis, Mrs. Ray N. Moore, Mrs. Mary Alexander Phifer, Miss K. E. Jones.

Cabarrus County Unit

Mrs. Anna Litaker, Miss Cleamie C. Clay, Mrs. C. O. Peeler, Miss Carrie Reid Harris, Mrs. Mildred Morris, Mrs. Amanda D. Forney, Miss Lillian Simmons, Mrs. Stella F. Byers, Miss Francis Alexander, Mr. S. O. Cannon, Mrs. Janie Young, Miss Ethel L. Williams, Mrs. Margaret C. Evans, Miss Mildred Miller, Mrs. Ruth Lyerly, Mr. G. G. Lyerly.

Centerville High School, Kannapolis

W. L. Reid, F. D. Duncan, Mrs. Jeannette Monroe, Miss Malta McDonald, Miss Margaret

Sutton, Miss Eva Mae McKinley, Miss Sherry Williams, Mrs. Lois Alexander, Mrs. Nettie Miller, Mr. E. H. Kyer, Mrs. Hannah Reid, Miss Ora Graeber, Mr. C. T. Craig, Mrs. Elizabeth Johnson, Mrs. Effie Fisher, Mrs. Dorothy Giliam, Miss Lucille Dean.

CALDWELL COUNTY

Lenoir City Unit

Miss Ester I. Carson, Miss Zetta J. Pinkstone, Mr. J. J. Spearman, Miss Virginia Patterson, Mrs. M. N. Stevenson, Mr. C. F. Erwin, Mrs. D. G. Dillard, Mr. J. H. Jones.

CAMDEN COUNTY

Rosenwald School, South Mills

Mrs. Catherine M. Calloway, Mrs. Sallie W. Artice, Mr. Clarence Bowe, Mr. J. H. Sykes, Mrs. Ruth M. Creecy, Miss Emma J. Chamberlain, Mrs. Mattie Stokely, Mr. M. C. Calloway.

CARTERET COUNTY

Morehead City Schools

Miss Elva D. Hester, Miss Sudie Fennell, Miss Mary L. Mitchner, Mrs. Annie W. Bostic, Miss Myra J. M. Brown, Miss Marion G. Brame, Mr. James W. Campbell, Mr. Davis Rich.

Beaufort City School

Mrs. Louise S. Lassiter, Miss A. M. Fauntleroy, Miss Edena Johnson, Miss H. M. Hawkins, Miss H. M. Davis, Miss Elizabeth Thomas, Mr. A. E. Murrell, Miss C. M. King, Miss R. V. Whitworth, Mr. Jasper G. Hayes, Mr. T. I. Long.

County Group

Miss Viola Parker, Miss Myrtle Edwards, Miss Nellie L. Hill, Mrs. Mary E. Price, Mrs. Nettie H. Tate, Miss Eva Mathewson, Mrs. Olive B. Davis.

CASWELL COUNTY

Miss M. E. Brown, Mrs. O. King, Rev. C. C. Horney, Mrs. N. Geary, Rev. J. F. Horroway, Miss A. Borden, Miss H. Jeffers, Mrs. C. Slade, Mr. B. F. McCallum, Mrs. R. Thompson, Mrs. E. M. Wise, Miss H. Bigelow, Mrs. M. Williams, Mrs. M. McConaughy, Mrs. E. Whitworth, Mr. H. K. Griggs, Miss L. V. Graves, Mr. J. C. Browning, Mr. N. L. Dillard, Mrs. F. Lanier, Mrs. C. Stanley, Mrs. E. Smith, Miss C. Graves, Miss L. Jones, Miss L. Palmer, Mrs. L. Davis, Miss Z. E. Belton, Mrs. G. M. Dillard, Miss E. B. Vaughan, Miss R. Hanes, Mrs. R. A. Benjamin, Miss G. L. Brown, Miss L. McCullough, Miss W. M. Floyd, Miss M. L. Haith, Mrs. C. L. Price, Mrs. A. T. Taylor, Mr. J. E. Belton, Mr. W. A. Bingham, Miss A. A. Lewis, Miss L. Currie, Miss Lillian Gaddy, Mrs. L. B. McMillan, Miss L. Wilmer, Mrs. C. Turner, Mrs. S. Edgerton, Mrs. F. Casino, Mrs. E. Hunt, Miss S. A. Archie, Miss N. B. Bigelow, Miss M. Dobson, Mrs. A. Johnson, Mrs. A. McRae, Miss S. Meador, Miss W. Carrington, Mrs. C. B. Chambers, Mrs. A. Jeffries, Rev. L. W. Compton, Mrs. C. Blackwell, Miss C. N. Fearington, Mrs. Dorothy Penn, Miss Hassie Dillard, Mrs. Viola Brown, Mr. James Brown, Mrs. Vivian Brown, Mrs. Gainelle Bruce, Mrs. Mattie Freeman, Miss Doll Lena Palmer, Mrs. T. C. Beam, Mrs. J. J. Jones, Mr. T. L. Brown, Miss Olivia Dodson, Mrs. Queen Hill, Mrs. Lucille Hartman, Mrs. B. M. Nance, Miss Ethel Stokes, Miss Vivian Pickard, Mrs. Alice Scruggs, Mrs. Sadie Withers.

CATAWBA COUNTY

Newton-Conover School

Mr. T. H. Broome, Mr. William H. Jones, Mr. Arthur F. McAdoo, Miss Constance Adams, Miss Amanda Smith, Mr. T. D. Murchison, Miss Lillian E. Brown, Miss Gladiola E. Singleton, Miss Kaye B. Bennett, Miss Gladys Smyre, Miss Fannie B. Headen.

Ridgeview High School, Hickory

Miss H. S. Belton, Miss M. G. Belton, Miss A. E. Cox, Mr. J. A. Dillard, Miss E. B. Dimery, Miss L. G. Ellis, Mr. H. L. Faggett, Mr. D. F. Forney, Mrs. M. P. Greene, Miss M. E. Johnson, Miss L. G. Ellis, Mr. H. L. Faggett, Mr. D. E. Forney, McCurry, Mrs. E. E. McFall, Mrs. M. L. Mitchell, Mr. E. T. Moore, Miss E. V. Perry, Miss H. B. Smith, Miss D. I. Utley, Mr. A. W. Booker.

CHATHAM COUNTY

Horton High School, Pittsboro

Miss Annie B. Harris, Mr. B. J. Lee, Mr. J. D. Fisher, Mr. Q. E. Taylor, Mr. C. L. Powell, Miss O. K. Arledge, Miss E. E. Bryant, Miss Doris Britt, Miss O. M. Elliott, Mrs. T. C. Baldwin, Mrs. C. E. Snipes, Miss C. C. Caldwell, Miss M. L. Stark.

County Unit

Miss Estella Council, Mr. R. Q. Brodie, Miss Cecelia Taylor, Mrs. T. V. Crump, Mrs. Ethel Clark, Miss Fannie M. Baldwin, Mrs. Verdie B. McClinton, Mr. Beecher Coward, Miss Lula Avant, Mrs. Mae D. Cotton, Mrs. Robenia T. French, Miss Vallie Alston, Mrs. Hattie Siler, Miss E. M. McCallum, Mrs. Rebecca Glover, Rev. O. P. Foster, Mrs. Nina Mae Marsh, Miss Annie Tysor, Mrs. Florence People, Mr. F. T. Husband.

Chatham County Training School

Miss S. L. Marsh, Miss C. P. Alston, Miss S. E. Walden, Mr. Thelmer Siler, Miss H. F.

Brown, Mr. J. T. Wilson, Miss D. L. Edwards, Mrs. I. R. Jones, Mrs. R. J. Hines, Mrs. A. S. Bowden, Mr. C. W. Foster, Miss L. E. McNeill, Mr. S. A. Kennedy, Miss A. L. Marsh.

CHOWAN COUNTY

Edenton High School

Mr. R. L. Kingsbury, Mr. Burke C. Newsome, Mr. R. D. Russell, Mrs. S. F. Wilson, Mrs. S. L. Reeves, Mr. A. Blaine, Mrs. D. M. Walker, Mrs. E. D. Heritage, Mr. H. C. P. Burke, Mrs. Fannie Badham, Miss A. E. Dowdy, Miss Tamar McClenny, Miss B. M. Capehart, Miss F. L. Hines, Mrs. A. B. Slade, Miss E. E. Foreman, Mr. D. F. Walker, Mrs. N. M. Tillett, Mr. B. F. Holley.

County Unit

Mr. W. H. Creecy, Mrs. W. H. Creecy, Miss Jane Edith Bonner, Miss Tinnie Jernigan, Mrs. S. V. J. Etheridge, Miss Mary Harvey, Mrs. Rosa H. Joyner, Mrs. Naomi Hicks, Mr. Charles Fayton, Miss Delilah Holley, Miss Emma D. Elliott, Mrs. Laura J. Louton, Mrs. Elizabeth Louthier Bryan, Mrs. Carrie Brown, Rev. S. N. Griffith.

CLEVELAND COUNTY

Davidson School, Kings Mountain

R. J. Davidson, Mrs. Jessie B. Costner, Mr. J. W. Lynch, Miss Margaret Davidson, Mr. C. E. Fowlkes, Mrs. G. H. Rippy, Mr. D. A. Costner, Mrs. E. A. Tribble, Miss Mattie L. Gidney, Miss Mattie B. Ledbetter.

Douglas High School, Lawndale

Miss Loula R. Walls, Miss Gaynell W. Harris, Mrs. Shiela W. Mack, Miss Josephine D. Battle, Mr. Z. S. Hargrave, Jr., Mr. A. D. Belton, Miss G. G. Blair, Miss Louise O. Cooper, Mr. F. M. Pullen, Dr. A. W. Foster.

Cleveland County Unit

Miss Lydia S. Galbraith, Mr. Henry T. Allen, Miss Lois Evelyn Briggs, Miss Laura Eula Burge, Miss Susie Cooper, Mrs. Izetta Corry, Mr. John Corry, Mrs. Mary A. Croom, Mrs. Hattie Edwards, Miss Marion Franklin, Miss Clara Bell Gray, Miss Dora L. Greene, Mrs. Lillian Carter Greene, Rev. D. P. Holley, Mrs. Mildred Collins Howell, Miss Ester Nell Knuckles, Miss Beulah Long, Miss Carolyn Alwida Means, Mrs. Bessie Pass, Rev. N. J. Pass, Miss Mattie Peeler, Miss Sarah L. Ross, Miss Glendora Rudisill, Miss Josephine Crawford, Miss Lois Spencer, Miss Anna Bell Hart.

Cleveland High School, Shelby

Mr. D. A. Roberts, Mrs. A. U. Roberts, Mr. Robert Garrett, Miss E. O. Young, Mr. Wilson Young, Mrs. M. K. Pass, Mr. A. L. Flagg, Miss L. M. Warren, Miss M. K. Stone, Mrs. M. T. Ezell, Mrs. C. G. Burton, Miss F. L. Morrow, Miss E. A. Bridges, Mrs. Ruth Thompson, Miss R. B. Reid, Mrs. M. G. Foster, Mrs. C. S. Mack.

COLUMBUS COUNTY

County Training School, Whiteville

J. Estes Byers, W. W. Jacobs, B. F. Elliott, Mabel Davis, Glenora Hawkins, Dorothy L. Moore, Emma Toon, Madeline M. Best, Bernice S. Jacobs, Flossie F. Johnson.

County Unit

Miss Annie S. Henry, Miss Clara B. Hicks, Miss Lillian M. Murfree, Mr. James O. Scipio, Miss Minnie Brown.

CRAVEN COUNTY

West Street School

Prof. J. T. Barber, Mrs. B. L. Rivers, Mr. F. R. Danyus, Mrs. S. J. Pickett, Mrs. W. G. Mumford, Miss Eva Gibbs, Miss K. Triplett, Mrs. Mary Perkins, Mrs. L. B. Smith, Miss Archene Quinn, Mr. Julian L. Carrington, Mrs. Mary B. Danyus, Miss A. M. Fisher, Mrs. Lucille Sledge, Miss Mary E. Dent, Miss M. S. Green, Mrs. M. B. Styron, Mrs. R. B. Houston, Mrs. C. E. O'Hara, Mrs. E. M. Powell, Miss W. M. Johnson, Miss E. C. Mials, Miss A. G. Scales, Mrs. Nan W. Scott, Miss L. M. Jennings, Mrs. G. L. Redding, Miss F. V. Smith, Miss K. R. Martin, Miss E. E. Buchanan, Mrs. J. W. Jones, Miss W. J. Cordon, Mrs. Mary McIver, Mrs. E. Fisher.

Craven County Unit

Rev. B. W. Wynn, Miss Matilda Godette, Miss Pearsie Gibbs, Miss Georgia Cooke, Mrs. R. Hill, Mrs. Mary Wynn, Miss Carrie Keyes, Miss Missouri Cutler, Mrs. L. Spencer Davis, Miss A. Walker, Mrs. H. Chapman, Mrs. N. H. Martin, Miss P. L. Scott, Mrs. Jennie Johnson, Miss Emma Moye, Miss Devora C. Becton, Mr. George M. Busby, Mrs. Ollie B. King, Miss Ruby Saunders, Mrs. Martha Butler, Mrs. Ethel Moye, Miss Martha Chapman, Mrs. Harriet Lawrence, Miss Janie V. Jackson, Rev. T. L. Bynum, Mr. W. W. Ryder, Mrs. Naomi Ryder, Mrs. Rebecca Davis, Mrs. Mary Brown, Miss Tamar Smith, Mrs. L. F. Thorogood, Mr. J. R. Hill, Miss Mary L. Jones, Mrs. Lilla Smith, Miss Essie Mae White, Miss Dorothy Walker, Miss Callie Mae Roach, Mrs. E. S. B. White, Miss Pearl Hawkins, Miss Louise Redding, Mr. John Daniels, Miss S. Catherine White, Miss Maggie Barber, Miss Geraldine Best, Mr. G. F. Scott, Miss Juliette Gibbs, Miss Ethel Barber, Mrs. Maggie Mitchell, Mr. George Stanley, Mr. Noah Lofton, Mr. A. D. Smith, Mrs.

Charlotte Jackson, Miss Bessie Williams, Miss Bessie Cox, Mrs. Annie Holloway, Mrs. Clara D. Mann.

CUMBERLAND COUNTY

Anne Chestnutt High School

Mr. E. A. Armstrong, Mrs. Lula L. Booker, Miss P. R. Flack, Miss C. V. Phillips, Mr. P. N. Robinson, Mrs. T. J. Ware.

E. A. Armstrong High School

Mr. John H. Lewis, Mrs. Mary P. Robinson, Miss Elizabeth Inman, Miss Ethlyn Wilson, Mr. Isaac G. McNatt, Mr. Jerry Hollingsworth, Mrs. Odessa C. Love, Mrs. Elizabeth C. Walden.

Fayetteville State Teachers College

President J. W. Seabrook, Dean J. B. McRae, Mr. W. T. Armstrong, Mrs. J. P. Avant, Mrs. F. B. Brown, Mr. R. D. Brown, Mrs. J. C. Boutte, Mrs. T. B. Byers, Miss M. J. Chavis, Mr. C. A. Chick, Mr. J. E. Coppage, Miss M. L. Dixon, Miss J. L. Douglass, Mrs. L. V. Frye, Miss L. T. Jackson, Mr. H. M. L. James, Mr. R. L. Jeffries, Mr. W. S. Maize, Miss E. L. Murphy, Mrs. M. M. MacRae, Mr. L. H. Robinson, Mrs. W. T. Robinson, Mr. W. D. Scales, Mr. J. B. Scott, Mrs. M. J. Seabrook, Mr. E. D. Sheen, Mr. L. Smith, Miss M. E. Terry, Miss N. M. Travis.

Newbold Training School

Miss J. V. Phifer, Mr. E. O. Diggs, Mr. J. C. Elliott, Miss A. R. Floyd, Miss K. V. Freeman, Miss E. B. Grigsby, Mrs. L. P. Henderson, Miss H. A. Hucles, Mr. E. J. Martin, Mrs. M. F. Miller, Miss E. V. McIver, Mrs. A. J. Rogers, Mr. N. A. Royal, Mrs. R. Simpson, Miss C. L. Smith, Miss J. H. Williams, Mrs. M. T. Williston, Miss Frances Owens, Miss Laura Whittaker.

E. E. Smith High School

Mr. H. A. Black, Mrs. M. J. Black, Mrs. S. L. Davenport, Mrs. I. C. Fowler, Miss C. L. Holden, Mr. N. R. Harper, Miss C. B. Middleton, Mr. R. D. Moore, Jr., Mr. W. E. Murphy, Miss M. E. Penn, Mrs. M. M. Smith, Mr. W. W. Strudwich, Miss L. T. Williston, Mr. E. E. Miller.

Edward Evans School

Mrs. Amelia Avent, Mrs. Emily McMillan, Miss Lessie Baldwin, Mrs. J. C. Lewis, Mrs. Vidi R. Branche, Miss Frances Williams, Miss Bertha Anders, Miss Alice Elliott, Mr. Robbie Wright, Mrs. Beulah Melchor, Miss Mattie McNeill, Miss Selina Melvin.

Cumberland County Unit

Mr. Kermit Fleming, Mrs. Katie Webb, Mr. Joseph Drake, Miss Naomi Elliott, Mrs. Edith Dupree, Mrs. Laura H. Williams, Miss Mary A. McMillan, Mrs. Mattie M. Andrews, Miss Nora Beebe, Miss Margaret McKoy, Mr. Roscoe Simmons, Mrs. Magoba Adams, Miss Inez Aery, Mrs. Naomi Humphrey, Mr. W. M. McGuire, Mrs. Henrietta Moore, Mrs. Mary B. Chavis, Miss Louise Lockamy, Mrs. Irene Montague, Mrs. Emily Perry, Miss Ida Wright, Mrs. Emma Hammonds, Miss Minnie McLaughlin, Mrs. Annie M. Evans, Mrs. Ethelind Smith, Miss Charlotte Phillips, Miss Eva Mae Slater, Mr. Woodrow McKoy, Mrs. Bertha Stephens, Mr. Milton S. Gainey, Mrs. Mae Rudd Williams, Mrs. Dorothy M. Murphy, Miss Alvenia Wooten, Mrs. Nellie S. Stewart, Mrs. Pinkey McMillan, Mr. Elmer P. McMillan, Mrs. Eugenia J. Scott, Miss Thelma Black, Mrs. Janie G. Bugg, Miss Susie Evans, Miss Willie Ann Evans, Mrs. Pearl German, Mrs. Nannie C. Gill, Miss Bertha Gillis, Mrs. Beulah W. Glover, Mrs. Chlorenia Herring, Miss Marion J. Hodges, Mrs. Laura T. Mitchell, Mrs. Lucille Ray, Mrs. Ethel M. Raiford, Mrs. Eugenia J. Scott, Mrs. J. G. Smith, Miss Lucretia Williams, Mrs. Stella Morgan, Miss Christine Smith, Mrs. A. McGerald, Mr. Edward Evans, Mrs. Luberta Campbell, Mr. Louis Gaston, Mr. S. E. McKay, Prof. Edwards Evans, Mrs. Ann C. Waddell.

CURRITUCK COUNTY

County Training School, Snowden

Miss Marjorie Mae Rowe, Miss Marie Cooke, Miss Hattie E. Allen, Mr. Joseph C. Belton, Mr. George R. Jordan, Mr. James A. Brown, Mr. Joseph L. Jones.

Currituck Elementary Schools

Miss Cleopatra J. Wilson, Miss Margaret Wood, Mrs. Alice B. Brown, Mrs. Almata D. Hare, Mrs. Annie S. Roberts, Miss Henrietta Taylor, Miss Gladys Seymour, Miss Edna Newman, Mrs. I. H. Bolden, Mr. Sherman Williams, Mrs. M. H. Williams, Mrs. Ruth G. Mullen, Mrs. Myrtle S. Felton, Miss Fay D. Martin.

DAVIDSON COUNTY

County Unit

Miss Alice W. Brindle, Mrs. Marjorie Muldrow, Mr. H. N. Sullivan, Miss Frances Farrington, Miss Flocine Dixon, Mrs. L. M. Evans, Rev. A. T. Evans, Mrs. Alvea Hartman, Mrs. Don Wooten, Miss Maie O. Sullivan.

Church Street School, Thomasville

Mrs. L. E. Hart, Mrs. B. S. Keyes, Mrs. W. H. Smith, Miss D. A. Burton, Mrs. L. H. Waddell, Miss E. J. Wilmere, Mrs. H. F. McRae, Miss N. E. Hicks, Mrs. H. K. Kanoy, Mrs. B. N. Brockett, Miss N. O. Johnson, Mrs.

E. L. Peterson, Mr. J. C. Simpson, Mr. J. H. Brockett, Mr. E. L. Peterson.

DURHAM COUNTY

Whitted School

Dr. G. A. Edwards, W. M. Allen, M. W. Alston, Ethel T. Bradshaw, N. L. Baldwin, Minnie W. Gilmer, Lucile J. Hancock, Mildred M. Hill, William H. Hill, Ida E. Horton, Harriet S. Kenny, Ethel H. Marshall, Adella W. Morris, Mary L. Newby, Sarah J. Pratt, Gladys M. Robertson, Hortense Wilson, Constance Young.

East End School

Mr. Wilson Bradsher, Mrs. M. H. Brewington, Mrs. R. D. Holloway, Mrs. A. T. Jeffers, Mrs. B. W. Jones, Mrs. E. R. Jones, Miss J. E. Lewis, Mrs. A. W. Mayner, Miss B. B. Meadows, Miss I. T. Moffitt, Mrs. M. G. Nance, Miss E. F. Perry, Mrs. E. B. Plummer, Mr. F. G. Sewell, Mrs. F. K. Watkins, Mrs. F. D. Marshall.

Hillside Park High School

Dr. W. G. Pearson, Jonnie E. Bass, Teresa H. Claggett, W. H. Cole, Jr., E. Inez Coleman, Dorcas V. Croom, Jessie M. Diggs, Martha S. Dooms, Louise H. Elder, Mary Lee Fisher, Florice J. Holmes, Virgie L. Jones, Portia W. Jordan, Nerissa L. Loung, A. B. Massey, Nelson R. Nance, Benjamin F. Page, Cynthia E. Pearson, Winella Peddy, John E. Peele, Rachel B. Pratt, H. H. Riddick, J. M. Schooler, Mae B. Spaulding, Georgia F. Streeter, Katherine C. Thomas, Grace L. Thompson, Mary E. Tonkins, William A. Tuck, Minnie P. Turner, Gertrude A. Winslow, W. B. Winston, G. C. Massey.

N. C. College for Negroes

Mr. C. C. Amey, Mrs. F. M. Eagleson, Mrs. C. Ruth Edwards, Dr. A. Elder, Dr. W. E. Farrison, Miss R. L. Goodloe, Mrs. J. W. Harris, Dr. A. Heinburg, Mrs. H. Holbrook, Mr. Charles Holmes, Miss Hope H. Hunter, Mrs. Nan Jones, Dr. L. H. Knox, Miss Clara Lovelady, Miss Marguerite Lovell, Mr. R. L. McDougald, Mrs. M. H. Mitchell, Miss P. F. Newton, Miss R. G. Rush, Miss M. A. Shepard, Dr. J. E. Shepard, Miss T. T. Talley, Mr. J. T. Taylor, Dr. J. H. Taylor, Mr. C. T. Willis, Dr. D. J. Jordan.

Walltown School

Miss G. M. Russell, Mrs. L. S. Jackson, Miss E. B. Hicks, Mrs. L. F. Wray, Mrs. Cora T. Russell.

Hicktown School

Dr. J. Lee White, Mrs. Rosetta B. Webb, Mrs. Martha H. Williams, Mrs. Madge T. Hargrave.

Pearson Elementary School

Prof. E. D. Mickle, M. W. Amey, B. S. Bailey, E. W. Butler, S. H. Cannady, G. R. Cheek, S. E. Christmas, N. G. Cooper, P. H. Cordice, C. T. Davidson, F. W. Dunston, J. F. Durham, H. D. Fleming, B. L. Foster, E. R. Hubbard, H. M. Jenkins, N. L. Johnson, M. O. S. Lee, J. C. Lynch, B. L. McKelvey, G. E. Moore, Annis Kirby, E. C. Morrison, D. M. Norris, A. W. Payne, A. M. Pearson, B. A. Reeves, L. A. Royster, M. W. Saunders, M. E. Stephens, N. W. Thorpe, M. E. Trice, E. W. Turner, B. S. White, H. M. Whitted.

Burton School

Mrs. M. A. Watson, Mrs. G. D. Whitted, Miss S. L. Warren, Mrs. E. B. Pratt, Miss A. M. Dunigan, Mr. F. G. Burnett.

Lyon Park School

Mr. N. A. Cheek, Mrs. A. B. Grissom, Mr. H. A. Hill, Miss N. C. Smith, Mrs. E. L. Kennedy, Mrs. P. F. Dame, Miss G. L. Lambeth, Mrs. R. D. Artis, Miss A. M. Faulk, Mrs. E. B. Hart, Miss M. L. Stephens, Mrs. N. B. Clay, Mrs. C. D. Holmes, Mrs. B. E. McLaurin.

County Group

Miss Maude Turrentine, Earl F. Hill, Mrs. Marian B. Warren, Mrs. Gertrude R. Hankins, Miss Julia B. Sowell, Mrs. Pearl C. Swann, Maynard Jones, Mrs. Helen R. Whitted, Mrs. Essie Curry, Mr. C. B. Nixon, Mrs. Pearl L. George, Mr. I. R. Holmes, Miss Jochebed Christmas, Mr. Davis Braxton, Mrs. Mae C. Hall, Mrs. J. L. Moffitt, Mrs. Marie C. Moffitt, Mrs. Gertrude E. Taylor, Mrs. Lillian Hamme, Miss Flora B. Carlton, Mrs. Gladys H. McNeill, Mrs. Sallie E. Harris, Mrs. Rosa B. Branch, Mrs. Lola H. Solice, Mrs. Lucille P. King, Mrs. Mae Hall, Miss Lillie M. Rogers, Mr. Erwin Johnson, Mrs. Gladys H. Rhodes, Loraine Graves, Mrs. Madge L. Turner, Mrs. Margaret C. Allen, Mrs. Mamie G. Dawson, Mrs. Addie C. Gatewood, Mrs. Leona L. Smith, Mrs. Augusta Rogers, Mr. John H. Solice, Mrs. Annie L. Smith, Mrs. Minerva W. Evans, Mrs. Gladys A. Dawkins, Mr. F. D. Curry, Mrs. Lina R. Ward, Mrs. Nonie P. Johnson, Mrs. Essell D. Dunlap, Mrs. Dora B. Atwater, M. M. Johnson, Mrs. Emily Washington.

DUPLIN COUNTY

Duplin County Teachers Association

Mrs. M. L. Turner, Mr. P. E. Williams, Mr. J. V. Highsmith, Mrs. M. D. Stanford, Rev. M. S. Branch, Mr. E. W. Burnett, Mrs. F. E. Lennon, Miss N. E. Wright, Mrs. E. P. Creech, Mr. W. E. Smith, Miss L. E. Truizers, Miss N. G. Cooper, Mrs. Beulah E. Bryant, Mrs. M. J. Boney, Mrs. Hattie R. Dobbin, Mrs. Chesey Boney, Mrs.

Lucy Manley, Mrs. Mary C. Thompson, Miss Cornelia Best, Mrs. Beatrice Brewington, Mrs. M. J. Branch, Mr. Robert A. Merritt, Mrs. Tabitha Stephens, Mrs. Lillian M. Farrior, Miss Evelyn Henry, Miss D. V. Hall, Mrs. Annie J. Wells, Miss Eula M. Dobson, Miss Mildred L. Smith, Mr. J. E. Cromartie, Mr. A. O. Williams, Mrs. I. A. Williams, Mrs. Eloise Larkin, Miss Annie M. Rich, Miss Laura A. Brunson, Mrs. Etta M. Mainor, Mrs. Othonia Hill, Miss Allie Carlton, Miss Othell Faison, Mr. C. W. Dobbin, Mr. J. H. Draughon, Mr. Francis Larkin, Mrs. Flossie L. Williams, Miss J. V. Summerset, Mrs. Mattie M. Pierce, Mrs. Isabella McGowen, Miss Mary F. Lewis, Miss Catherine Clossom, Miss Visel Savage, Miss Vannie Stringfield, Miss Veressie Williams, Mrs. Rosie Blackmore, Miss Dora L. Merritt, Miss Beatrice P. Fennell, Mr. Whitted Williams, Mrs. M. A. Ashford, Miss Annie M. Kenion, Miss Lillie Fredrick, Mr. Walter Giles, Mr. Charles McCoy, Mrs. Willie T. McCoy, Miss Mamie E. Williams, Miss Lena M. Branch, Miss Maggie Stokes, Mr. R. H. Smith, Mr. Charles H. Chalmers, Mr. Fitzhugh Murray, Mr. Geo. McJames, Mrs. Lucille W. Davis, Miss Daisy Brinson, Mrs. Edna E. Robinson, Mr. Jesse Dafford, Mrs. D. L. Frazier, Mr. W. F. Johnson, Mrs. Narcissus Wells, Mrs. Carrie Batts, Miss Ozie Best, Mrs. Jankie B. Herring, Miss Mollie Smith, Mrs. Gertrude R. Wright, Mrs. Hattie Royal, Mrs. M. J. Normile, Miss Alpha L. Thompson, Miss Florence R. Everitt, Miss Effie A. Everett, Miss Bessie L. Beaty, Mrs. Frances M. Levinton, Mr. McCoy Barnes, Miss L. D. Hall, Mr. R. J. Byrd, Miss Lillie B. Hall, Miss Taretha Middleton, Mr. Joseph C. Walters, Miss Mallie Cooner, Mrs. Mary J. Chalmers, Rev. D. C. Blue, Mrs. Sudie R. Cheeks, Miss Thelma Faison, Mr. Barnard Boney, Miss Beulah Moore, Mrs. Mattie Loomis, Miss Sallie L. Korngay, Mr. Herbert N. Smith, Mr. J. S. Wilson, Mr. John E. Normile, Mrs. I. M. Branch, Mrs. M. E. Smith.

EDGECOMBE-NASH COUNTIES

Rocky Mount Colored Schools

Prof. O. R. Pope, Anna E. Brown, Annis Weston Bryant, Johnnie E. Bynum, Mrs. Ernestine Davis, Altus Onelia Davis, O. N. Freeman, Jr., Mrs. Esmerelda Hawkins, J. A. B. Hubbard, James A. Johnson, Mrs. Mildred P. Jones, Prof. A. R. Lord, Dorothy Sizemore, Lois P. Turner, Mrs. Edythe R. Tweedy, William R. Tweedy, Ethel Wyche, Pocahontas Whitley, Prof. C. T. Edwards, Mrs. C. A. Battle, Mrs. Ella B. Allen, Mrs. Mattie S. Bowen, Petty L. Brown, Alexander H. Bryant, Mrs. Nettie W. Drake, Annie K. Flournoy, Mrs. Annie B. Gaynor, Mary Frances Lane, Ethel M. Lucas, Mrs. Mary M. McKoy, Gladys V. Merritt, Mrs. Coralease Morgan, Vinie O. Murray, Mrs. Annie Neville, Mrs. Helen Redding, Mrs. Ruth Spencer, Fannie L. Taylor, Mrs. Georgia Walker, Prof. Walter G. Byers, Randolph Armstrong, Mrs. Mary L. Backus, Mrs. Annie Battle, Mrs. Lena R. Daves, Mrs. Addie C. Grant, Mrs. Susie A. Hagans, Ruth Minnie Lawrence, Mrs. Sarah Leonard, Lizzie A. Pittman, Mrs. Theresa Pittman, Mrs. Lucy W. Prigden, Mrs. Martha Townsend, Ila Kae Wood, Prof. Boyd L. Ancrum, Mrs. Lendora Brown, Mabel B. Coote, Mrs. Lottie Cradle, Mrs. Lucille Davis, Martha Evans, William K. O. Lyles, Mary Cornelia Porter, Mrs. Lillian Reeves, Mrs. Clementine Riggsbee, Irene Lillian Smith, Mrs. Lillian Thippen, Mrs. Mary R. Wimberly, Mrs. Julia P. Wright.

EDGECOMBE COUNTY

Tarboro City Schools

Prof. W. A. Patillo, Miss Lois M. McNeill, Miss Mabel V. Weaver, Mr. W. C. Patillo, Mrs. Helen T. Parker, Miss Susie E. Mathewson, Mrs. Beatrice G. Burnett, Miss Laura E. Hammonds, Mrs. Emma O. Jones, Miss Reba E. Mayo, Mr. Sylvester V. Brown, Mrs. S. J. Patillo, Miss Pearl J. Ward, Miss Lillian E. Washington, Miss Katiebeth Mills, Mrs. Ruth M. Barnes, Miss Ruby A. Graves, Mrs. Minnie G. Woodley, Miss Helen A. Walston, Mrs. Mamie F. Forrest, Mrs. Corinne C. Lassiter, Mrs. Mary P. Stancil, Mrs. Lucy M. Dunn, Miss Fannie O. Bridges, Miss Eula Mae Bryan, Mrs. Ella W. James, Miss Hannabel Branche, Mrs. Nannie W. Bryant, Miss Catherine M. Anthony, Mrs. Thelma Q. Cross.

Edgecombe County Rural Schools

Mr. P. B. Bullock, Mrs. Bessie M. Taylor, Miss Beatrice E. Arrington, Mrs. Ethel H. Baker, Mrs. Bertha B. Williams, Mrs. Sara B. Pitt, Mr. Anthony M. Shockley, Miss Martha L. Baker, Mrs. Ruth W. Price, Miss S. Lucille Townsend, Miss Katherine Pitt, Mrs. Evelyn M. Swann, Mrs. Bertha W. High, Miss Alice L. Hines, Miss Janet A. Haywood, Mrs. Catherine W. Smith, Miss Blanche T. Scales, Mr. R. B. Smith, Mrs. Mabel B. Copeland, Miss Beatrice Carey, Mr. Robert O. Korngay, Miss Jaynie A. Overton, Miss Ruby E. Sanders, Miss Casius H. Shelley, Miss Mae E. Singleton, Mrs. A. H. Harren, Mr. Thornton Triplett, Miss Naomi Parker, Mrs. Marie B. Heggins, Mrs. Marguerite P. Wimberly, Miss Virginia E. Poole, Miss Marie D. Mitchell, Miss Janie L. Elliott, Miss Doris J. Shanklin, Mrs. Olive E. Bridges, Mrs. Laura Hall, Miss Annie O. Walton, Miss Edith M. Powell, Mrs. Laura B. Holley, Miss Naomi Newby, Miss Blanche V. Holley, Mrs. Beatrice H. Sommerville,

Miss Viola Walker, Miss Elma Ray Lawrence, Mrs. Maggie B. Chase, Mrs. Pauline M. Pridden, Miss Eula E. Chambers, Miss Lucinda King, Mrs. Ethel S. Bullock, Miss Annie Ruth Cruse, Mrs. Maude Hart Cozart, Mrs. Willie Forbes Bullock, Mrs. Annie L. DeBrew, Mrs. Lucille A. Quinichett, Mrs. Theodosia M. Johnson, Mrs. Ada P. Williams, Mrs. Effie Ree Batts, Miss Emma E. Grant, Mrs. Lena G. Jones, Miss Fannie O. Vaughn, Mrs. Etta G. Haywood, Mrs. Lula M. Wall, Miss Mamie C. Hammonds, Mrs. Mabel J. Brown, Miss Mary L. Perry, Mrs. Nellie W. Barnes, Mrs. Lillian S. McCoy, Miss Bonnie E. Gorham, Mrs. Panya Patterson, Mr. G. D. Hawkins, Mrs. Marion W. Spence, Mrs. Pallie R. Covington, Mr. Samuel A. Gilliam, Mrs. Louella W. Dickens, Mrs. Olivia E. Austin, Mr. Frank W. Davis, Miss Ruth S. Stephens, Mrs. Ximena P. Martinez, Miss Georgia M. Mullen, Miss Florence D. Thorpe, Miss Ella L. Pailin, Mrs. Emma A. Kates, Mrs. Beulah L. Griffin, Mrs. Effie M. Saunders, Mr. Russell B. Taylor, Miss Tyress Wilkins, Miss Sallie A. Elliott, Mrs. Reva Branch, Miss Mollie L. Luper, Mrs. Annie D. Hurdle, Mr. Maurice Bullock, Mrs. C. L. King, Miss Susie Thorpe, Mrs. Marion W. Beasley, Mrs. Lorell L. Holley, Miss Minnie V. Taylor, Miss Flossie J. Parker.

FRANKLIN COUNTY

Franklin County Training School

C. A. Harris, G. V. Holden, T. E. Conway, Mrs. T. E. Conway, Mrs. B. E. Underwood, Mrs. Mary P. Perrin, Mrs. Mary L. Hill, Miss E. M. Syms, Miss C. E. McKnight, Miss Mary R. Littlejohn, Miss M. L. White, Mrs. Annie M. Brodie, Mrs. M. E. Leonard, Miss G. J. Yarbrough.

Albion Academy

Mr. J. P. Mangrum, Mrs. J. P. Mangrum, Mrs. Rosalind Wright, Mrs. Q. E. Hawkins, Miss O. O. Haywood, Mr. G. Browning.

Gethsemane School, Bunn

O. W. Harris, E. R. Harris, O. B. Alston, O. H. Hawkins, C. G. Harris, A. G. Ridley, A. J. Ridley.

Franklin County Unit

Miss M. E. Neill, Mr. Thomas M. Alston, Mrs. Elbert A. Artis, Miss Sylvia Thomas, Miss Beatrice McFall, Miss Emeline Wilson.

FORSYTH COUNTY

Kimberly Park School

Mrs. Maude Anderson, Mrs. Vera Banks, Mrs. Clara Brown, Miss Elizabeth Brown, Mr. Belvidere Cook, Miss Edna Cozen, Mrs. Vahlia Cromwell, Miss Octavia Ford, Miss Hattie Gray, Mr. Reginald Hayes, Miss Alma Hendricks, Miss Gwendolyn Jordan, Miss Minnie Lancaster, Miss Louise Lewis, Mrs. Ruth Lewis, Mrs. Viola McLean, Miss Pearl Neal, Miss Otha Pannell, Mrs. Douschka Penn, Mr. W. E. Fitts, Mrs. Sevey Powell, Miss Gwendolyn Scales, Miss Alma Setzer, Miss Lucy Sheffey, Miss Susie Speight, Miss Marie Strange, Mrs. Willa Truesdale, Mrs. Mabel Wooten, Miss Marion Pitts, Prof. J. W. Paisley.

Woodland Avenue School

Mrs. Nora L. Lewis, Mrs. Maude L. Pitts, Miss Ophelia C. Howell, Miss Virginia V. Leak, Mrs. Mary K. McCurry, Mrs. Budie G. Robinson, Miss E. Faye Cash, Miss Eunice Burrell, Mrs. Gertrude B. Tonkins, Mrs. Mamie L. Taylor, Miss Laura L. Hooper, Mrs. Eliza E. Bingham, Miss Mavis E. Osborne, Miss Alma Hight, Mrs. Margaret Haith, Prof. R. W. Brown, Miss Lucille Wesley.

Columbian Heights Elementary School

Mrs. W. P. Bridgett, Miss E. L. Carter, Mrs. H. I. Christian, Mr. L. A. Cook, Miss A. M. Cooke, Miss R. E. Diggs, Miss E. B. Duffy, Miss L. E. Dugas, Mrs. I. B. Ellis, Mrs. E. D. Fitch, Mrs. G. A. Gill, Mr. L. E. Greene, Mrs. W. M. Kennedy, Miss E. M. Neal, Mr. A. H. Anderson, Miss J. E. Phillips, Miss M. W. Phillips, Mrs. F. T. Reynolds, Miss E. M. Shelton, Mrs. E. G. Simpson, Miss E. C. Spencer, Miss E. L. Wentz.

Winston-Salem Teachers College

President F. L. Atkins, J. Alston Atkins, Frances R. Coble, Thomas J. Brown, William F. Butler, George Hall, Roberta O. Peddy, Charles J. Parker, Andrew B. Reynolds, Remitha M. Spurlock, Gladys Anderson, Eileen M. Campbell, Velma H. Miller, Beatrice C. Moore, A. H. Ray, Annie Mae Rivera, Nettie B. Woodland, Dean B. A. Bianchi, Mamie A. Elam, George L. Johnson, Alice A. Smith, Fannie E. Story, Hortense Temple, Louise B. Terry, A. I. Terrell, Joseph H. Wortham, M. M. Hauser, Noah F. Ryder, C. I. Withrow, T. E. Diggs.

Atkins High School

Mr. S. J. Baker, Mrs. Dorothy Banks, Miss Elaine Barnett, Miss Charlene Belton, Miss Carrie Boling, Mrs. Lillian Cox, Mr. Rucker Crutchfield, Miss Guinevere Derrick, Mr. Harmon Fitch, Miss Naomi Flowe, Mr. Raymond Harrison, Mr. Dembye Hobson, Miss Jean Jackson, Mr. Thomas Pogue, Mr. Royall Puryear, Miss Louise Spencer, Mrs. Margaret Stephens, Mrs. Birdie Lee Vaughn, Mr. Togo West, Miss Lois Williams, Mr. Chauncey Winston, Mr. J. A. Carter, Mr. Jesse McDonald.

Fourteenth Street School

Mrs. Hazel Garrett, Mrs. William H. Michael, Mrs. Juanita Penn, Mrs. Mary L. Jeffreys, Miss Myra A. Roseman, Miss Sallie B. Lash, Mrs. Esther Lassiter, Miss Lizetta Hairston, Miss Rebecca Orender, Miss Piccola Morrow, Miss Rosa B. O'Kelly, Miss Curdie Walls, Miss Constance DeMoe, Miss Ida M. Mauney, Miss Mamie B. Faithful, Miss Victoria A. Morris, Miss Inez DeVane, Mrs. Ella D. Haith, Miss Glennie C. Miller, Mrs. Arneize Ramseur, Mrs. Esther B. Fountain, Miss Ella B. Shears, Mrs. Agnes M. Lee, Miss Mamie A. Howell, Mrs. Evelyn C. West, Mr. Ackneil Muldrow, Miss Zetta M. Gabriel, Mrs. Eleanor Hall, Miss Janie Adams, Miss Minnie E. Patterson, Mrs. Essie O. Donohue, Miss Doris J. Jenkins, Miss C. Loraine Hairston, Mrs. Edith S. Douglass, Mr. McHenry Norman, Jr., Mrs. Josie B. Simons, Miss Eva Patterson, Miss Hazel Ransom, Mrs. Letha Ridley, Mrs. Viola L. Haysbert, Miss Viola M. McKnight, Miss Irma L. Banks, Mrs. Nanniebelle Johnson, Mr. Delbert H. Banks, Mr. J. D. Ashley, Prof. U. S. Reynolds.

Carver High School

Mr. E. E. Hill, Miss E. L. Poindexter, Miss F. F. Hairston, Mrs. C. E. Douglas, Mrs. B. Alexander, Mrs. E. A. Eaton, Mr. B. W. Crutchfield, Mrs. B. E. Bitting, Mrs. M. R. Cumming, Mr. H. L. Coble, Mrs. G. H. Ashley, Miss E. D. Uthegrove, Mr. J. W. Baldwin, Mr. G. L. Dyson, Miss E. Setzer, Mrs. E. Williams, Mr. S. L. Hamlin.

Forsyth County Unit

Miss Fannie Pickard, Mrs. Evelyn Phillips, Miss Ruth Smith, Miss D. B. Patterson, Mr. F. King Thomas.

Columbian Heights Primary School

Mrs. Irene L. Pannell, Miss S. B. Smith, Miss L. A. Williams, Miss M. L. Allen, Mrs. E. Dillahun, Mrs. Belle D. McCorkle, Mrs. Lottie G. Wilkins, Mrs. Vera P. Sadler, Mrs. Lillian B. Williams.

GASTON COUNTY

Lincoln Academy

Dr. Henry C. McDowell, Mr. S. L. Parham, Jr., O. M. Pharr, Grace W. Johns, L. W. Morgan, E. H. Draughan, D. A. Webber, J. A. Costner, E. W. Draughan, L. B. Pruitt, F. V. Edwards, G. G. Westerman, Miss V. Cousar.

Highland High School, Gastonia

Miss Ellen Allen, Miss Pauline J. Biggers, Mr. Moses Blair, Miss Sara Costner, Miss Mary L. Dendy, Mr. F. L. Dunn, Miss Drewella Galloway, Miss Frances Glasco, Mr. C. R. Hamilton, Miss Marie Ingram, Miss Ruth Jackson, Miss Velma Jones, Miss Eva Mae Law, Miss Cecilia Lawrence, Miss Mabel Lewis, Miss Elhora Mills, Miss Blanche Pagan, Miss Janet Powell, Miss Eugenia Powers, Miss Myrtle Pryor, Miss Marie Roberts, Mr. J. R. Robinson, Mr. R. L. Schooler, Miss Annie B. Stanback, Miss Marie Thompson, Mr. T. C. Tillman.

Stewart Junior High School

Mr. C. B. Stewart, Mrs. V. B. Tillman, Mrs. H. B. Thompson, Miss F. C. Floyd, Miss B. T. Smith, Miss J. M. Dowe, Miss Ruth Summersette, Mr. J. R. Henry.

Cherryville Administrative Unit

Mrs. B. L. Bowser, Mrs. C. B. Byers, Miss R. L. Franks, Mrs. M. Riley, Miss D. M. Smith, Mrs. W. E. Bess, Mr. F. L. Smith, Mr. G. H. Sullivan, Mr. W. H. Green.

Gaston County Unit

Mrs. M. M. Jeffers, Mrs. Dora Humphrey, Miss Fannie Kress, Mrs. Odessa Boulware, Miss Annie Gibson, Miss Franzula Couser, Miss Ruth Adams, Mrs. C. C. Vining, Mrs. Isabel Wilkins, Mrs. Ovella Scott, Mrs. Mabel Boyce, Mrs. F. C. Adams, Mrs. Kate C. Mattison, Mrs. Emma G. McKoy, Mrs. Verna L. Humphrey, Mr. E. D. Wilson, Miss Thelma Davison, Miss Emma Hager, Miss Edith Parker, Mrs. Leah Elder, Mrs. Lillian Crawford, Mrs. Marie Hamilton, Mrs. Carnela Humphrey, Mrs. Melissa Mauney, Mrs. Lula Montgomery, Miss Sara E. Costner, Rev. F. C. Gingles, Mrs. Marion Stokes, Mrs. Dulcinea Spencer, Mrs. Louise Wellman, Mrs. Mary H. Reeves, Mrs. Isabel Mauney, Mrs. Lula Montgomery, Mrs. Leoma Simrel, Mr. A. M. Rollins, Mrs. A. M. Rollins, Mrs. Daisy Adams, Mrs. Fannie McClain Potts, Mrs. Edith Wallace, Mr. Rex Wellman.

Reid High School, Belmont

Mr. C. J. B. Reid, Mr. T. Jeffers, Mr. H. S. Blue, Miss Arsula B. Reid, Miss Helen M. Wiggins, Mrs. Margaret W. Wilson, Mrs. Rozella M. Grier, Mr. T. E. Grier, Mrs. H. S. Blue, Mrs. D. V. Falls, Miss Doretha L. Forney, Mrs. Lula C. Davis, Mrs. Virgie W. Reid.

GUILFORD COUNTY

Leonard Street School, High Point

Melzetta Adams, Florida Atwater, Eunice Baldwin, Mary Blackburn, Lester L. Boyd, Thenia Brincefield, Maggie M. Brooks, Marie W. Carter, Irvin Julia Hall, Willie Mae Haggler, Callie J. Holmes, Dahla Ingram, Galatia E. Lynch, Mary W. Marable, Lillian S. Merritt, Ophelia Morgan, Cornelia Reid, Margaret J. Simmons, Gordon L. Starks, Balance W. Whitted, Prof. S. S. Whitted, Terrah W. Whitten.

GATES COUNTY

Gates County Training School

Prof. T. S. Cooper, Mr. R. S. Cooper, Mrs. R. A. Cooper, Miss Lena M. Archer, Miss Martha O. Briggs, Mrs. Mildred F. Butcher, Mrs. Elizabeth Hines, Miss E. Bernice Polson, Mr. Luther S. Riddick, Mrs. Lillie M. Smith, Mr. Frank H. White.

Gates County Unit

Mr. H. L. Mitchell.

GRANVILLE COUNTY

Orange Street School, Oxford

Mrs. Ollie H. Johnson, Mrs. B. B. Green, Miss Sadie A. Ridley, Mrs. J. C. Baptiste, Mrs. B. A. Ransom, Mrs. M. T. Cureton, Mrs. F. W. Hawley, Mrs. Bessye P. Tyler, Miss Hallie S. Barnes, Mrs. Nora D. Hicks, Mrs. R. H. Payne, Mrs. R. A. Greene, Mrs. Eva C. Anderson, Mr. James W. Hall, Principal; Miss Annie O. Lassiter.

Mary Potter School, Oxford

Rev. H. S. Davis, Principal; Miss M. A. Tucker, Mrs. H. S. Davis, Miss Rose E. Gordon, Mr. R. A. Lewis, Mr. T. Wayland Wilson, Mr. Philemon D. Glover, Miss E. M. Johnson, Miss V. R. Shuford, Miss E. Yvonne Morrissey, Miss M. A. Hargrove, Mr. F. M. Stewart, Miss D. E. Peace, Rev. Moses Belton, Mr. G. R. King, Miss Julia James, Miss Edna Rogers, Mrs. M. B. Williams.

Granville County Unit

Mrs. Leola H. Cotton, Mr. Warner Canady, Mrs. Mollie Chavis, Miss Hattie Hester, Mrs. Susie Cooper, Mrs. M. G. Davis, Mrs. Irene Tyler, Mrs. Pearl Tilley, Mrs. Hattie B. H. Rogers, Miss Missouri P. Fair, Mrs. Frances H. Jeffers, Mrs. Blanche T. Barnes, Miss Lessie Anderson.

Oxford Orphanage

Mrs. G. L. Smith, Mrs. C. A. Alston, Mrs. M. T. Geere, Mrs. L. J. Cheatham, Mrs. E. G. Cousins, Mrs. C. H. McGhee, Mrs. M. C. Lennon, Miss C. Green, Mr. C. A. Alston, Mrs. R. M. Cousins.

GREENE COUNTY

Greene County Training School,

Snow Hill

Miss W. D. Carroll, Miss M. I. Edwards, Miss Ernest Evans, Miss V. J. Holland, Miss N. F. Kennedy, Miss M. L. King, Miss A. L. McDuffie, Miss R. L. Suggs, Mrs. G. S. DeVane, Mrs. Mae R. Jenkins, Mrs. H. T. Joyner, Mr. E. J. Brinson, Mr. C. T. Daniel, Mr. A. J. McKoy, Mr. L. A. Paige, Mr. L. H. Smith, Jr.

Greene County Unit

Mr. Joseph C. Brown, Miss Cora B. Artis, Miss Wilda T. Busbee, Miss Daisy Keys, Mrs. Rosa Suggs Dixon, Mrs. Ruth Hill Shaw, Mrs. Dorothy W. Suggs, Miss Mary Brown Raynor, Miss Carrie J. Joyner, Mrs. Roberta S. Harper, Miss Ella S. Anderson, Miss Viola Welch, Mr. George W. Joyner, Mr. N. M. Edwards, Miss Earline Stroud, Miss L. E. McMurren, J. W. Joyner.

GUILFORD COUNTY

Greensboro Public Schools

Dudley High School

Prof. J. A. Tarpley, principal; N. Artis, N. D. Arnette, D. L. Beger, V. H. Chavis, M. A. Colson, A. M. Farrison, R. M. Glover, W. A. Goldsborough, F. K. Gordon, B. T. Grant, E. D. Holloman, L. L. Humphrey, G. T. James, I. E. Johnson, W. W. Johnson, J. B. Jones, N. E. McLean, L. C. Nixon, E. L. Penn, E. L. Raiford, L. A. Rogers, W. F. Taylor, L. F. Wood, J. R. Davis, A. P. White.

J. C. Price School

A. J. Alexander, N. B. Bolden, L. P. Dyson, P. B. Garrett, G. G. Hammonds, M. Y. Hairston, L. D. Holt, C. H. Humphrey, A. A. Melton, C. B. Minor, A. B. Moore, C. L. McCollough, C. C. Miller, L. D. Nelson, A. M. Rivers, M. E. Trent, N. B. Wright, A. H. Peeler, principal.

Washington Grammar School

W. L. Jones, principal; L. E. Avery, K. H. White, E. M. Barnes, C. D. Wormley, J. A. McKee, M. B. Pullins, M. A. Kirkland, N. C. Jones, L. E. Morrow, A. C. Chavis, B. C. Bardsdale, L. C. Tarpley, L. C. Miller, F. J. Brown.

Washington Primary School

M. L. Scarlett, principal; D. S. Enoch, C. T. Forney, L. J. Gregg, I. S. Jones, M. F. McConnell, B. C. McLean, D. L. McNair, S. G. Newby, G. T. Simpkins, I. S. Tucker, A. F. West, O. P. Womack.

Jonesboro School

J. S. Leary, principal; P. A. Donnell, E. L. Holmes, M. H. Jones.

Terra Cotta School

T. W. Cowan, principal; M. H. Hill, P. B. Scarlett.

Jacksonville School

G. D. Woods, principal; E. L. Bright, M. V. Pope, M. L. Roberson, F. L. Pookrum, P. W. Tillman, G. G. Brown, L. J. Nelson.

Charles H. Moore School

W. E. Greene, principal; C. F. Hill, S. E. Ruff, S. E. Byarm, A. C. Davis.

William Penn High School

Mrs. Ethel P. Wilson, Mrs. Ethel G. Cobb, Mrs. Clara H. Caldwell, Mrs. Florence B. Davis, Mrs. Romelia G. Mason, Mrs. Grayce W. Yokeley, Mr. James E. Reid, Mr. Clarence E. Yokeley, Mr. Thomas B. Smith, Mr. S. E. Burford, Principal.

Palmer Memorial Institute

Dr. Charlotte Hawkins Brown, President; Miss Cecie R. Jenkins, Miss Novella Dismukes, Mr. Robert P. Miller, Mr. Charles A. Grant, Miss Elizabeth Burwell, Miss Vesta J. Lawrence, Dean Walter H. English.

Fairview Elementary School, High Point

Miss M. L. Graye, principal; Miss Anna L. Jones, Miss Marie B. Sneed, Miss Lessie E. Flowe, Miss Eva B. Townes, Miss Pearl P. Burford, Miss Elizabeth R. Williams, Miss Mozollia M. Hart, Miss Bertha B. Lomax, Miss Mattie C. Robinson, Miss Mary L. Gilmore, Miss Nettie C. Moss, Miss Janie K. Williams.

Bennett College

President David D. Jones, Dr. Fleming P. Kittrell, Prof. L. E. Davis, Dean Pritchett A. Klugh, Miss Frances Johnson, Mrs. Susie W. Jones, Mrs. Maggie B. Daniel.

A. and T. College

President F. D. Bluford, Mr. S. B. Simmons, Mr. H. R. Arnette, Mr. Burnwell Banks, Miss Vivian Bell, Mr. R. K. Bernard, Miss E. T. Bigelow, Mrs. Margaret Bolden, Mr. R. L. Campbell, Dr. Charles Cooper, Mr. Alexander Corbett, Miss C. E. Crawford, Mr. C. R. A. Cunningham, Mr. William Dawson, Mr. C. E. Dean, Mr. Clyde DeHugueley, Mr. W. H. Gamble, Mr. B. F. Garrett, Mr. W. T. Gibbs, Mr. Allison Gordon, Mr. Harry J. Green, Mr. Reginald Harris, Miss Esther P. Hicks, Miss C. V. Hill, Miss Ethel Jackson, Mr. W. T. Johnson, Miss Willa Mae Johnson, Mr. T. B. Jones, Dr. W. L. Kennedy, Mr. Warner Lawson, Mr. J. M. Marteen, Mr. R. E. Martin, Miss Alma Morrow, Mr. J. C. McLaughlin, Mr. Wallace Mitchell, Mr. R. S. Poole, Mr. J. G. Porter, Mr. James Reid, Dr. W. N. Rice, Miss Ordie A. Roberts, Miss Estelle Smith, Miss Veda Spellman, Mr. H. C. Taylor, Rev. L. M. Tobin, Mr. N. C. Webster, Mr. L. A. Wise, Mr. M. R. Jenkins, Mr. Phil Lee, Mr. H. M. Thaxton, Mr. F. A. Mayfield, Mr. H. R. Humphrey, Miss W. R. Laws.

Guilford County Teachers Association

Mrs. R. Morehead Bullock, Mrs. Connie Mebane, Miss Montrose Garrett, Mr. F. B. Morris, Mrs. B. J. Avery, Mrs. Mattie Roberts, Miss Audrey Sellars, Miss Juanita Wells, Mrs. W. A. Clapp, Mrs. N. G. Bynum, Mrs. Beatrice Jones, Miss Mattie Moffitt, Mrs. V. W. Webb, Mr. W. H. Lanier, Mr. G. P. Franklin, Mr. Negolia Hart, Miss Maggie Brooks, Mrs. Clara H. Caldwell, Mrs. M. B. Sneed, Miss Annie Allen, Mrs. Margaret Beavers, Mrs. E. P. Bradford, Mr. Eugene Brice, Mr. J. H. Coles, Mrs. Annie Foster, Mr. C. O. Howell, Mr. Otis Geringer, Mrs. Margaret Headen, Mrs. Lizzie Holt, Mrs. D. M. Laughlin, Miss Willa McIver, Miss Fannie McCallum, Mrs. Clara Reeves, Miss Annie Robinson, Miss Flossie Alston, Mrs. Priscilla Shuford, Mrs. Irene Strickland, Mr. Virgil Stroud, Mrs. Ellen Reeves, Mr. Peay, Mr. G. D. Tillman, Mr. M. M. Daniels, Mr. J. L. Whitley, Mr. Clarence Winchester, Mrs. Z. C. Daniels, Miss Mamie Taylor, Mrs. Mary Brown Setzer, Mr. W. I. Morris, Miss Mattie L. Crowe.

*HALIFAX COUNTY**Halifax County Training School, Weldon*

Mr. W. B. Davis, Principal; Mrs. C. T. Blackwell, Miss Bessie V. Beale, Mrs. Willie H. Cheeke, Mrs. Reather Cofield, Mrs. Lucile E. Cooke, Miss Mae Ruth Collins, Miss Maude E. Freeman, Mrs. P. H. Kyle, Miss C. E. Tucker, Miss Mary E. Wheeler, Mrs. B. T. White, Miss Elizabeth S. Woodruff, Miss Lillian H. Moore.

County Unit

F. P. Shields, Mrs. Francis P. Hawkins, Miss Julia M. Jones, Mrs. Roxie Brewer, Miss Doris L. Parks, Miss Leora H. Dees, Miss Mary H. Hayley, Miss Myrtle I. Daniels, Miss Maggie N. Rodgers, Miss Gladys H. Franklin, Miss Katie C. Allen, Miss Marion C. Tatum, Mrs. Willard T. Bias, Mrs. C. W. Bias, Miss Ruby C. Crews, Mrs. Mary L. Smith, Mrs. C. C. Smith, Miss E. S. Ethengane, Mr. Jon Bond, Mr. Leroy A. Wilson, Mrs. Lillie B. Hill, Mrs. Aaron F. Wilder, Miss Louzaine Cobb, Miss Bossie Clarke, Miss Rosa B. Williams, Leonidas Haywood, Miss Dorothy Reese, Mrs. Blanche Smith, Mrs. Nathaniel Robbins, Miss Pearlie Smith, Miss Helen Johnson, Miss Annie H. Brinkley, Frederick C. Peyton, Miss Virginia Davis, Miss Vivian Reed, Miss Fannie Cheek, Cornelius Jones, Miss Alice Murchison, Miss Alice M. Williams, Miss Lelia Reid, Miss Sadie Fowler, Miss Eula V. Walston, Miss Gladys Williams, Mrs. Eliza Williams, Mr. Alphonso Finch, Mrs. Alphonso Finch, Mrs. Ruth T. Exum, Mrs. Estella Pendergrast, Mrs. Jessie M. Johnson, Mrs. T. F. Daly, Mr. C. M. Carraway, Mrs. C. M. Carraway, Mrs. Irene S. Jones, Mrs. Irene S. Williams, Mrs. Melisa Smith, Julius Daniels, Mrs. Virgil C. Meekins, Miss Carrie Braswell, Mrs. Dorinda Anthony, Mrs. Leah E. Shields, Danidee Thorne, Miss Betye Bailey,

Mrs. Attie Solomon, Fargon Berry, Mrs. Elvira Barry Ashley, D. A. Johnston, Miss Helena Hardy, Mrs. Bessie Smith, Mrs. Lula Robinson, Mrs. Mabel W. Johnson, Mrs. Wima P. Cofield, Willard M. Wooten, Miss Ella Hardy, Miss Frankie Fenner, Miss Annie Sherrin, Miss F. Nicholson, Mrs. Iowa Johnson, Mrs. Bessie W. Johnson, Miss Roxanna Alston, Mrs. Viola Pittman, Miss Claudia Hardy, Mrs. Frankie H. Williams, Miss Addie Clarke, Dandee Clarke, Mrs. Mary S. Wilkins, Mrs. Mattie J. Marrow, Miss Sallie Hardin, Mrs. Lillie Brown Pullen, Miss Amelia Perry, B. D. Hardy, Miss Emily L. Earl, Clarence Bailey, Mrs. Dorothy Johnson Huggins, Miss Lelia Stanley, Mrs. Almyra Pittman, Luther S. Gilliard, W. A. Holmes, Mrs. Ruth Ward Jones, Miss Jessie Stewart, Miss Ethel Smith, Miss Ruth Fields, Mrs. Gladys I. Clarke, Edwin L. Patterson, Mrs. Ida Johnson Scott, Mrs. Uzella W. McDaniel, Mrs. Ruby Tillery Stewart, Mrs. Louise Myrick, Mrs. Westie D. Wills, C. G. Avent, Jr., Mrs. Susie Jones, Miss Susie Ford, Miss Frankie Myrick, Mr. C. C. Clarke, Miss Laura I. Foster, Mrs. C. C. Clarke, Mr. C. C. Smith, Miss Gertha DeVane, Miss Peggy Yarborough, Miss Clara York, Mrs. Clemontine Williams, Prof. D. P. Lewis, Miss Elizabeth Martin, Miss O'Neal Washington, Mrs. Callie G. Smith, Mrs. A. C. Matthews, Montra Davis, Mrs. J. C. Rogers, Miss Mary Reid, Miss Mary J. Phillips, Mrs. Julia Gordon, Mrs. Eleanor Venture, Mr. J. W. Wiley, Mr. Westrey Horne, Mr. W. E. Jones.

Enfield Graded School

Mr. M. Davis, principal; Mr. W. A. Bryant, Mrs. B. E. Bullock, Mrs. Vernon Thornton, Miss Mary E. Morisey, Mrs. C. E. Whitaker, Miss M. C. Murphy, Mrs. Viola B. Smith, Mrs. Fannie W. Hunter, Miss Marion E. Daves, Miss Gladys V. Burke.

*HENDERSON COUNTY**Hendersonville City School*

Prof. P. W. Robinson, Mr. Spencer Durant, Mrs. Joyce Mills, Mrs. Eula B. Owens, Mrs. Eva R. Pilgrim, Mrs. Addie M. Miller, Mr. John J. Simmons, Mrs. Odell M. Rouse, Mrs. Mary Lee Edwards.

*HARNETT COUNTY**Shawtown High School*

Mr. J. S. Spivey, principal; Mrs. Margaret L. Spivey, Miss Doris E. Alford, Miss Parthenia I. Cooper, Mr. P. H. Williams, Jr., Miss Susie P. Williams, Mr. E. J. Rhue, Miss Myrtle Fitzgerald, Miss Lucy M. Newby, Mrs. Rolista E. McKoy, Miss Blanche E. Allen, Miss Iola G. Black, Miss Caldonia Dyson, Miss Minnie L. Davis.

Harnett County Unit

Mrs. Loraine Moses, Mrs. Artie Massey, Mr. H. M. DeVane, Miss Earline Smith, Mr. C. E. Forte, Mr. Robert Moore, Mrs. B. G. Rhue, Mr. C. L. Walker, Mr. Freeman Ledbetter, Mrs. Hattie Taylor, Mrs. Rebecca Stanford, Mrs. Cherrie E. Cameron, Mrs. Thelma Satterwhite, Miss Elsie O. Allen, Mrs. A. B. McLean, Mrs. Beatrice Peyton, Miss Wyomia Brewington, Mrs. Cassie E. Spence, Mrs. Rosa Byrdsol, Mrs. M. L. Cameron, Mrs. Annie Street Wright, Mrs. Wilma Swann Prince, Mrs. Vera Ryals, Mrs. Mary Crowe, Mrs. Rosa McDowell, Mrs. Fleta McLean, Miss Mary Beatty, Miss Althea Bailey, Mrs. Ida D. Matthews, Miss Mary J. Chalmers, Mrs. Mary Watson, Mrs. Carolyn Rowland, Mr. John Humphrey, Rev. A. T. Tuck, Miss Winnifred Allen, Miss Jessie Mae Smith, Rev. J. E. Marks, Mrs. Carrie Atkins, Mr. Victor Blackburn, Mr. Henry Stewart, Miss Maggie N. McLean, Mrs. Mary Copling, Mr. Deskey Parker, Mrs. Mary M. Harris, Mrs. Katie Campbell, Mrs. Mary Sellars, Mr. William Watson, Mrs. Annie Drane, Mrs. Margaret McLean, Mrs. Mary J. Moore Forte, Mr. Lucius Hampton, Mrs. Georgia McKoy, Mrs. Carrie B. McKoy, Mr. F. G. Moses, Mr. J. T. Turner, Mrs. Nettie Byrdsol, Mr. B. T. Bullock, Virgie Speed.

*HERTFORD COUNTY**Murfreesboro-Como Unit*

Miss Louise Flood, Miss Agnes Spiers, Mr. John Wells, Mr. Dallas Spruill, Mrs. Katherine W. Briggs, Mrs. Cora W. Ramsaw, Miss Fostina Worthington, Miss Marie Majette, Miss Ruth Manley, Mrs. Daisy Wynn, Mrs. Ida Scott, Mrs. Claudia Reid, Mrs. Gladys R. Lawrence, Mrs. Gertrude Starhorn, Miss Flossie Stephenson, Miss Cora V. Lee, Rev. E. D. Harrell, Mrs. Lavister Stephenson, Mrs. Bernice Flood, Mrs. Hattie Everette, Miss Aurie Keene Rev. G. T. Rouson, Miss Onethia Garris, Mrs. Rebecca Perry Eley.

Waters Training School, Winton

Miss Lizzie Askew, Miss Hattie Beverly, H. R. Bond, Mrs. Viola H. Chavis, Mrs. Amanda Cherry, Mrs. Flora B. Collins, Mrs. Lillian Everette, Mrs. Emma C. Freeland, Prof. H. C. Freeland, Mrs. Albina B. Hall, Mr. Jathan Holloman, Mrs. Undean W. Jones, Miss Emma D. Lassiter, P. G. Lassiter, S. F. Lewis, D. M. McCaskill, Mrs. Agnes S. Mitchell, Mrs. Dora T. Porter, Mrs. Amaza J. Reid, Mrs. Luvenia B. Rouson, Mrs. Fannie R. Sawyer, Mrs. Alice J.

Scott, Mrs. Katie I. Sears, Mrs. Theora C. Stallings, Miss Thelma M. Tuck, Miss Josephine P. Valentine, Miss Fannie Vaughn, Mrs. Fannie C. Wafford, Mrs. Addie L. Weaver, Mrs. Ailene B. Weaver, C. S. Yeates, M. R. Zachary, Miss Esther M. Brett, Miss Sallie Y. Bizzell, Miss Ardelle Garrette.

Ahoskie High School

H. D. Cooper, principal; Mr. J. L. Faulcon, Miss G. E. Hall, Mrs. A. L. Lawrence, Mr. J. W. Futrell, Mr. Sherman Greene, Mrs. C. H. Bizzell, Mrs. J. W. Futrell, Miss Elouise Pierce, Mr. J. B. Eggleston, Mrs. M. B. Colson, Mrs. K. A. Ramsey, Mrs. I. N. Yeates, Mrs. C. A. Gatling, Mrs. I. E. White, Mrs. C. C. Holloman, Mrs. L. B. Patterson, Mrs. D. A. Newsome, Mrs. M. N. Bond, Mrs. Maria Newsome, Mrs. V. M. Hart, Miss M. O. Watson, Mrs. Irene Collins, Mrs. Agnes Weaver, Mrs. Sarah Vaughn, Mr. Theodore Hall, Mrs. Isabel Riddick, Miss Wray Garrett, Miss Dounia M. Hill, Miss Athalia Porter, Miss Mary S. Mitchell, Miss Dessie Chavis, Miss Tolia Brown, Miss Agnes M. Sharpe, Mrs. Mary S. Sills, Miss Ila Butler, Miss Annie M. Keene, Mrs. Amphibia Spruill.

*HOKE COUNTY**Upchurch High School, Raeford*

Mr. D. P. Scurlock, principal; Miss A. G. Smith, Miss A. E. Kelly, Mr. E. A. Simmons, Miss I. J. Blue, Miss G. Avery, Mrs. C. M. Gaither, Mr. S. L. Williams, Miss S. Truizer, Mr. C. E. McCoy, Mr. M. Smith, Miss B. M. Cox, Miss E. H. Kornegay, Miss G. Foushee, Mrs. C. B. Norman, Mrs. S. P. Russell, Miss L. Matthews, Mrs. B. Murphy.

Hoke County Unit

Miss Mabel Shaw, Miss Viola Davis, Mr. Joseph McLaughlin, Mr. G. H. Harrington, Miss Lucy Mumford, Mr. G. Coleman, Mrs. L. Coleman, Mr. John Mumford, Miss L. Hamlet, Mr. Thomas McLaughlin, Mr. Joseph Drake, Miss Hannah Anders, Miss C. B. Crawford, Mrs. B. Purdie, Miss B. Dobbins, Mr. T. V. Williams, Mr. A. Geddies, Miss L. Sherman, Miss D. Treadwell, Miss Marie Barr, Mr. James Chalmers, Mrs. E. Williams, Miss V. Wilkerson, Miss H. Shipman, Mrs. Mary McGeachy, Mr. W. C. Campbell, Mrs. Q. Anders Drake, Miss Jessie Gilchrist, Miss Ida Mae McCoy, Mrs. Marie Crumpton, Miss Ida Belle Leggette, Mrs. Rosa McNeill, Mrs. M. McLaughlin, Mrs. Venetta McCormick, Mrs. Rosa Anders, Mrs. H. L. Williams, Mr. Fred Anders, Mrs. Daisy Quevedo, Mrs. L. D. Gleaves, Mrs. Eliza B. Ray, Miss Estelle Graham, Mr. L. V. Evans, Miss E. L. McCoy, Mrs. Ida McDuffie, Mrs. Maggie Hoskins, Miss Evelyn Ray.

*HYDE COUNTY**Swan Quarter Graded School*

Miss Lodia Allen, Miss Marietta Wilson, Mrs. Bessie Parish Dupree, Miss Mary Burrus, Mrs. Annie M. Bonner, Mrs. Ethel M. Wood, Mrs. J. A. Gray, Miss Annie L. Smith, Mr. Alonzo Slade, Jr., Mr. William J. Bowser, Mr. Johnson E. Spruill, Mr. J. H. Hardy, Jr.

Hyde County Unit

Mrs. E. F. Clark, Miss Rosa L. Slade, Miss Melanie E. Clark, Miss Elizabeth Blount, Mr. A. V. Slade, Mrs. Christine G. Hardy, Mrs. Carrie Whitaker, Miss E. Oreta Clay, Mrs. William G. Green, Mrs. Senia Sheppard, Mrs. Margaret E. Wilkins, Mr. O. A. Peay, Prof. O. A. Peay, Mr. J. R. Spencer, Mr. J. R. Barcliffe, Mrs. S. M. Perkins.

*IREDELL COUNTY**Morningside High School, Statesville*

Mr. F. A. Toliver, Principal; Mrs. A. P. Toliver, Mrs. L. H. Ables, Mrs. C. M. Abernathy, Mrs. C. W. Foushee, Mrs. M. B. Hollowell, Mrs. L. P. Croom, Mrs. M. L. Hamilton, Mrs. M. M. Littlejohn, Mrs. C. K. Spicer, Mrs. A. L. Stevens, Miss D. L. Pryor, Miss B. Sherrill, Miss A. F. Maxwell, Miss M. G. Holley, Miss G. A. Burley.

Iredell County Group

Sadie P. Hackett, Estelle Younge, Mary Ann Williams, Eulalia Hall, Inez Abernathy, Troy A. Johnson, Amazie Goodman, Willie Mae Holley, Mrs. Irene C. Ellis, Thelma A. Chambers, Mrs. Mary N. Morrison, Mrs. Sadie P. Murdoch, Mrs. Mildred G. Holt, William Littlejohn, Vivian Allison, Mrs. Ethel Walker, Gladys King, Rev. H. T. Henry, Mildred Feimster, Miriam Smith, Mrs. Jettie D. Morrison, Mrs. Beulah S. Cannon, Mr. J. D. Peterson, Mrs. Lois C. Twitty, Mrs. Maggie Carden, Lumacia Sherrill, Mr. H. Blackburn, M. C. Miller, Mrs. Lillian H. Gibson, Fleecy Mae Griffin, Mrs. Emma M. Lackey, Mrs. Mary C. Holliday, Esther Hill, Mrs. E. L. Mangum, Miss A. McKee, Miss Francis Evans, Miss Clara H. Neely, Mr. Maurice Wood.

JACKSON COUNTY

Miss Marion C. Howell, Miss Mattie B. Hooker, Miss M. Budell Davis, Ralph H. Davis, Rev. John H. Davis, William L. Howell.

*JOHNSTON COUNTY**SHORT JOURNEY SCHOOL*

Miss Leona V. Murray, Miss Ione B. Vinson, Mrs. Tullye Cherry Taylor, Miss E. Jane Burns,

Miss Aurelia C. Lester, Mrs. Elizabeth Cradle Hall, Miss Dollie E. McNeil, Mrs. Elizabeth Rochelle Vinson, Miss Nonie S. Merritt, Mrs. Eva J. Cooper.

Four Oaks School

Mrs. Selina M. Smith, Mrs. Lillian N. Fultre, Miss Ruby Mae Jones, Mrs. Minnie A. Martin, Mrs. Eliza Y. Jenkins, Mrs. Mildred W. Wilson, Miss Clara Lee Dublin, Miss Sallie Lee Sasser, Mrs. Blondina N. Brooks, Mrs. Vivian F. Christian, Mrs. Lillian F. Williams, Mrs. Eunice P. Scales, Mr. M. L. Wilson, Principal.

Johnston County Training School

Prof. W. R. Collins, principal; Miss Hattie Watson, Miss Amanda White, Miss Lillian Bailey, Miss Dorothy Shipley, Mrs. Lucile Smellie, Miss Ophelia Durham, Mr. M. C. Miller, Mrs. Hanah Ricks, Miss Frances McNeil, Miss Lucile Smith, Mr. H. K. Wilson, Miss Bennie Grice, Miss Olive B. Wilson, Miss Elsie C. Bryant, Miss Amelia J. Parks, Mrs. Elsie Jordan, Mrs. Chrystabelle Brown, Mr. Jasper Bridges, Miss Erma Staplefoot, Mrs. Arlena Parks.

Richard B. Harrison School

Mr. Willard J. McLean, Principal; Mr. E. C. Bostic, Mrs. W. Lassiter, Mrs. G. S. Grigsby, Mrs. A. A. McLean, Mrs. L. T. Stanley, Mrs. T. B. Holt, Mrs. N. B. Smith, Mrs. E. Cofield, Mrs. R. H. Dean, Mrs. I. J. Vinson, Mrs. L. J. Barbour, Mrs. S. A. Richardson, Mr. James Cofield, Miss W. Proctor, Miss E. V. Hamilton, Miss M. L. Rand, Miss I. E. Atkinson, Miss E. J. Sasser, Miss N. B. Crouder, Miss R. Peacock, Miss P. P. Jones.

JONES COUNTY

Mrs. W. E. Daves, Mrs. N. B. Thurston, Mr. J. W. Willie, Rev. N. C. Calhoun, Miss Alma Harris, Mr. C. C. Franks.

LEE COUNTY

Lee County Teachers Association

Mrs. Ava Taylor, Mrs. Martha Foushee, Mrs. Sadie McMillan, Mrs. M. V. Wicker, Mrs. Eva Bland, Mrs. Maria Emerson, Mrs. Maria Bates, Mrs. A. O. Whitfield, Mrs. Ella E. Snipes, Mrs. P. P. Alston, Mrs. Etta Crutchfield, Mrs. Margaret Cox, Mrs. Zenobia Headen, Mrs. L. W. Boykin, Mrs. A. P. Perry, Mrs. C. S. Jamerson, Mrs. E. Pitts McHenry, Miss Mamie Wright, Miss Christine Crumpton, Miss Dorothy Hayes, Miss Mary Glover, Miss Mamie Cammeron, Miss Helen Waddell, Miss Priscilla Jordan, Miss Robbie L. Hammond, Miss Ernestine Purvey, Miss Julia Taylor, Miss C. E. Dawson, Miss Christine Clark, Miss Theresa M. Payne, Miss Ernestine McKoy, Miss Georgia L. Turner, Prof. W. B. Wicker, Prof. R. G. Perry, Mr. Henry T. Saunders, Mr. Walter Monroe, Mr. J. Boyce Brown, Mr. W. R. Hooper, Mr. J. H. Gattis, Mr. Earl McMillan, Rev. Jamerson, Mr. Berkley E. Merrick, Mrs. Zenobia H. Sellars, Mr. Fred Quick, Miss Calie L. Tuck.

LENOIR COUNTY

Kinston City Unit

Mr. William McElrath, Mr. C. S. DeVane, Mr. T. A. Parker, Mr. S. Carraway, Mr. U. W. Best, Mrs. E. S. Houston, Mr. E. J. Baker, Miss N. A. Alexander, Miss A. Q. Dafford, Miss E. M. Greene, Mrs. O. R. Roper, Mrs. H. T. Tucker, Mrs. P. H. Parker, Mrs. Iva B. Harper, Mr. W. W. Parker.

Lincoln City School, Kinston

Miss D. M. Green, Mrs. A. C. Jones, Mrs. M. M. Womack, Mrs. L. P. Mitchell, Mrs. M. G. Williams, Mrs. M. D. McElrath.

Tower Hill School, Kinston

Mrs. C. A. Albritton, Miss Kathryn L. Allen, Miss Sarah K. Coward, Mrs. Nancy C. Williams, Mrs. E. B. Lane, Mrs. B. E. Strong, Mrs. V. D. Battle, Mrs. Elaine B. Fletcher, Mrs. H. B. Bynum, Miss B. L. Williams, Miss Esther F. Watt, Miss M. L. Newkirk, Miss R. B. Lassiter, Mr. J. A. Harper, Rev. J. H. Sampson, Mrs. M. G. Fisher.

LINCOLN COUNTY

Lincoln County Teachers Association

Miss Rose Gaston, Mr. A. G. Holland, Mr. S. E. Biggers, Miss A. B. Hart, Miss Lottie Adams, Miss Mary A. Donnell, Miss Rosebud Link, Mrs. Annie L. Loritts, Mrs. Derr McCullough, Mrs. Nora Hedrick, Mr. George Moore, Mrs. Pauline Moore, Miss Carrie Carson, Mr. V. M. Sumner, Mrs. Lucy Holland, Mrs. Glen Spencer, Mrs. Tabitha Fronberger, Miss Ruth Mauney, Mrs. Ruba Williams, Mrs. D. W. Hall, Mrs. Ethel Alexander, Mrs. Annie Wade Biggers.

MACON COUNTY

Macon County Unit

Mrs. Emma L. England, Miss Edna Gilmer, Mrs. Eula Lee Kemp, Mr. F. K. Davis, Mr. H. R. Kemp.

MARTIN COUNTY

Martin County Unit

Mrs. Mary S. Gray, Mr. N. W. Slade, Miss Doretha Dafford, Mr. John S. James, Mr. W. R.

James, Miss Willie R. Blue, Mrs. Mary E. Bonds, Mr. M. L. Armistead, Miss K. B. Bunn, Miss Marionette Shaw, Mr. Reuben Barnes, Miss H. A. Haughton, Miss Amazor Cherry, Miss E. Odessa McFadden, Mrs. Ella McN. Styron, Miss Annie M. Hassell, Mr. Eliza Keys, Miss Nellie Smith, Mr. A. R. Jones, Mrs. Louise J. Bowens, Mrs. Mamie S. Knox, Rev. W. V. Ormond, Sr., Mrs. Clara R. Owens, Mrs. Louella S. Purvis, Miss Annie Slade, Mr. W. V. Ormond, Jr., Miss Beatrice Evans, Miss Alma Pritchard, Mr. F. A. Modica, Miss Elenora D. Chance, Miss Willie R. Goins, Mr. E. G. Armistead, Mrs. Cynera Fagans, Mrs. J. M. Graves, Miss Daisy E. Chance, Miss Eurie M. Andrews, Miss J. E. McMurren, Miss Rebecca Everette, Mr. Don G. Chance, Mrs. Ruth H. Anthony, Mrs. Basher Andrews, Mrs. Nancy A. Highsmith, Mr. Rufus Gaither, Miss Mary E. Andrews, Mr. G. T. Hill, Mr. George T. Hyman, Miss Joanna Dowdy, Miss M. E. Louise Cherry, Mr. J. W. Grimes, Miss Cora V. Griffin, Miss Annie M. Boston, Mrs. Arnel V. Armistead, Miss Ethel Walker, Mr. Ralph A. Keys, Miss Ella Mae Smith, Miss Erma V. Outerbridge, Mrs. Fannie Lee Slade, Miss Lucy R. J. Burnette, Mr. John M. Slade, Mrs. Annie M. Griffin, Mrs. E. B. Andrews, Mrs. Ruth A. Downing, Miss Ruby J. Mauney, Mr. James H. Faulk.

Parmele Training School

Prof. W. C. Chance, Mrs. C. Bratcher, Miss H. Bell, Miss V. Johnson, Miss P. Modlin, Miss M. Taylor, Mrs. J. J. Chance, Miss E. Young, Mr. A. R. Wynn, Mr. M. A. Armistead, Mr. W. C. Witherspoon.

Williamston High School

Prof. E. J. Hayes, Miss V. J. Coleman, Mrs. A. L. Hayes, Miss L. S. Chambers, Miss B. L. Ellison, Miss E. V. McCloud, Mrs. E. A. Simmons, Mrs. R. N. Jackson, Mr. J. P. Dennis, Mr. J. A. Holley, Miss L. M. Slade, Mrs. D. S. Chance, Mr. Richard A. Broadnax, Mr. F. C. Walker, Miss N. R. Cherry, Miss A. H. Duer.

MCDOWELL COUNTY

Hudgins High School, Marion

Rev. F. M. Beaver, Mr. B. G. Corpening, Mr. Kermit Martin, Mrs. Bernice Holler Crisp, Miss Margaret Greenlee, Mrs. Hazel Mallette Barber, Mrs. Franklin P. Brown.

MECKLENBURG COUNTY

Charlotte Teachers Association

Biddleville School

Mrs. W. F. Anderson, Miss A. F. Brown, Miss L. E. Byers, Mrs. D. M. Cornelius, Mrs. D. H. Dusenbury, Mrs. J. S. Gray, Mrs. R. L. Love, Miss S. L. McCombs, Mrs. C. H. Revard, Mrs. F. S. Robinson, Miss I. L. Shute, Miss E. D. Hill, Mrs. L. G. Warren, Mrs. F. H. Witherspoon, Mrs. S. P. Sasso.

Fairview School

Mrs. M. G. Davis, Mrs. V. L. Ferguson, Mrs. R. D. Hercules, Miss J. M. Croom, Miss M. J. Jackson, Miss M. L. Andrews, Mrs. G. E. Yancey, Mrs. H. P. Moreland, Miss L. D. Cummings, Miss F. H. Parlee, Miss E. E. Morris, Mrs. A. E. Heritage, Mrs. D. F. Steele, Mrs. A. M. James, Mrs. C. C. McFadden, Miss H. S. Anderson, Miss M. M. Reid, Mrs. O. J. Tate, Mrs. B. C. Scales, Mrs. H. D. Williams, Mrs. M. M. Conner.

Morgan School

Mrs. E. R. Anderson, Mrs. Mildred Alexander, Mrs. Mildred P. Brodie, Mrs. Ethel J. Butler, Mrs. Floretta D. Gunn, Mrs. Luvenia D. Jeanes, Mrs. Willie Mae McKissick, Mrs. Zilla L. Robertson, Mrs. Vivian S. Washington, Miss Grace J. Crawford, Miss F. Elizabeth Frazier.

Myers Street School

Miss Mary Wyche, Miss Estelle Arthur, Miss Mildred North, Miss Lillian Rudisill, Miss Francis Sampson, Mrs. Lelia Davis, Miss Willie Gabriel, Mrs. Ruth Williams, Miss Minnie B. Phifer, Miss Dollie J. Young, Miss Willie Mae Gist, Mrs. Geneva Alston, Miss Hattie Russell, Mrs. Doretha Williamson, Mrs. Marie Flowe, Mrs. Mabel Russell, Mrs. Octavia Boyden, Miss Lenoria Grier, Mrs. Frances Graham, Miss Fannie Miller, Mrs. Rossie Patterson, Mrs. Ella Vorce, Mrs. Annie Warner, Miss Louise Ray, Miss Louise Robinson, Miss Annie McKee, Miss Catherine Evens, Mrs. Inez Byers.

Alexander Street School

Mrs. J. W. Hemphill, Mrs. H. B. Givens, Miss R. W. Tyson, Mrs. S. L. Wyche, Mrs. M. L. Brewington, Miss R. V. Ezell, Mrs. L. Y. Harris, Mrs. D. P. Currie, Mrs. L. G. Harris, Mrs. R. W. Mullens, Miss W. Price, Miss A. E. Stevenson, Miss V. M. Gullick, Miss I. Kyle, Miss S. E. Scott, Mrs. H. Q. Mayberry.

West Charlotte High School

Prof. C. J. Blake, Mr. E. H. Bolan, Mrs. K. M. Chresfield, Mr. J. E. Colston, Miss C. J. Jackson, Mrs. Q. C. James, Mr. H. D. Johnson, Mrs. W. H. Ladson, Mr. T. M. Martin, Mr. S. A. Moore, Mrs. P. F. Nixon, Miss M. E. Riddick, Miss C. E. Robinson, Miss K. L. Suart, Mr. J. F. Towns, Mr. Fred Jackson.

Isabella Wyche School

Miss B. D. Moore, Mrs. C. T. Booton, Miss G. Cabiness, Miss M. L. Cousar, Miss V. F. Grier,

Mrs. G. L. Greene, Mrs. L. M. Hamilton, Mrs. T. H. Hunt, Mrs. L. M. Holloman, Mrs. E. G. McKeithen, Mrs. G. F. Moreland, Mrs. F. M. Nash, Miss L. M. Perry, Mrs. R. V. Pitts, Mrs. G. E. Wyllie, Mrs. J. N. Roberts, Mrs. K. L. Wyche.

Second Ward High School

Prof. J. E. Grigsby, Mrs. M. M. Adams, Miss M. Banner, Mrs. M. DeM. Beckwith, Mr. E. H. Brown, Miss Z. B. Caldwell, Mrs. Willie B. Carson, Mr. O. W. Clarke, Mrs. M. B. Crawford, Mrs. C. N. Denson, Mrs. K. H. Diamond, Mr. A. P. Farmer, Miss K. G. Gibson, Miss M. M. Hall, Mrs. E. R. Herndon, Mr. L. E. Levi, Miss D. B. Madison, Mrs. L. S. Malone, Mr. D. E. Moore, Mr. W. H. Moreland, Miss M. E. Pettie, Mrs. P. E. Phillips, Mrs. S. B. Robinson, Mrs. J. L. Spears, Mr. W. C. Spivey, Miss A. K. Stewart, Miss H. Stewart, Mrs. J. B. Stinson, Mr. F. L. Wiley.

Johnson C. Smith University

Dr. T. A. Long, Prof. W. C. Donnell, Prof. A. O. Steele, Dr. R. L. Douglass, Dean T. E. McKinney, Prof. N. R. Bolden, Prof. G. F. Woodson, Dr. H. L. McCrorey.

Mecklenburg County Teachers Association

Mrs. Beatrice Barnes, Miss Bessie Baucum, Mrs. R. B. Beatty, Mrs. Effie Beavers, Miss Lillian Bishop, Miss Lulu Blue, Miss Brown, Miss Zetta Mae Byers, Mrs. Mary N. Carraway, Mrs. E. A. Chisholm, Mr. E. A. Chisholm, Mrs. M. R. Clarke, Mrs. A. P. Corley, Dr. A. P. Corley, Mrs. Aldrich Davidson, Mrs. Eva Davidson, Rev. W. H. Davidson, Mrs. M. G. Davis, Miss Eutrellia Deans, Mr. J. K. Diamond, Miss P. L. Dinkins, Mrs. Julia Douglass, Mrs. N. B. Dykes, Mrs. Lillian Ferguson, Mrs. M. B. Gamble, Mrs. A. H. George, Mr. W. J. Gordon, Mr. C. E. Graham, Mr. It. Graham, Miss Bessie Grant, Mrs. Helen Hailey, Mr. J. K. Haley, Mrs. Roberta Hannibal, Mrs. Fannie Hargraves, Mrs. Louise Haywood, Miss Susie E. Hearn, Mrs. Estelle Smith, Mrs. Mary P. Hill, Mrs. F. D. Ivey, Mrs. Bessie Jamison, Mrs. A. M. Jenkins, Mrs. Mary E. Johnson, Mrs. M. D. King, Miss Bessie Kirkpatrick, Miss Sallie Ledbetter, Miss Wilma Long, Miss Dovie Lowe, Mrs. A. L. Lyles, Mr. B. L. Martin, Mrs. Etel Martin, Mrs. Iie C. Martin, Mrs. Marie Miller, Rev. R. L. Moore, Mr. C. E. Moreland, Miss Hazelyne Mosley, Mr. J. M. Murphy, Miss Jessie McCain, Mr. P. P. McCorkle, Mr. G. E. McKeithen, Mr. W. L. North, Miss Ruth Oglesby, Miss Louise Osborne, Mrs. Willie Mae Owens, Mrs. Phelps, Mr. E. S. Potts, Mrs. Ruth D. Powell, Miss Wilma Powell, Miss Laura Price, Mrs. A. H. Prince, Mrs. C. L. Rabb, Mrs. V. F. Rann, Mrs. Eliza Russell, Miss L. H. Russell, Mr. J. H. Sanders, Miss Mary Coles Shaw, Miss Zetta Sherill, Miss Doris Stephens, Miss Irene Stephens, Miss Esther Stinson, Mrs. Francis Thomas, Mrs. D. C. Wallace, Mrs. Wilma Williams, Mrs. Alma Wilson, Mr. R. P. Wyche, Mr. J. H. Gunn, Mrs. Essie Stitt, Rev. Gamble, Mrs. Willie Towns, Rev. W. A. Cooper, Mr. C. G. Martin, Miss Isabell Henderson, Miss Lillie J. Gill.

MOORE COUNTY

Aberdeen School District

Mr. J. F. McRae, Mrs. J. F. McRae, Miss L. J. Falls, Miss Cleopatra Clark, Miss Geneva R. Evans, Mr. T. B. Hayes, Mr. W. A. Gray, Mrs. L. D. Harris, Miss M. Vernon Byrd, Miss M. T. Byrd, Mrs. Anna L. Graham.

Greenville School, Cameron

Mr. G. L. Turner, Mrs. N. T. Turner, Mr. J. M. Jenkins, Mrs. Ollie Harrington, Miss Winnie F. Jackson.

West Southern Pines School

Prof. P. R. Brown, Mr. U. T. Connor, Miss Mary L. Hasty, Mrs. J. S. Brown, Miss Addell M. Beattie, Mr. C. L. Hunt, Mr. R. T. Young, Miss E. M. Pitts, Mr. J. T. Saunders, Mrs. D. H. Harris, Mrs. N. P. Wilson, Miss E. M. Harris, Miss C. E. Steele, Mrs. A. C. Jones, Mrs. O. J. Saunders, Mrs. L. K. Lockhart, Mrs. M. K. Hill, Miss W. G. Hasty, Miss P. L. Watson.

Moore County Unit

Miss Tarba Tillman, Mrs. L. E. Brinkley, Mrs. E. L. McKenzie, Mrs. Dora Dowdy, Mr. T. C. Jackson, Miss Ernestine Pride, Mr. A. Hollingsworth, Miss Priscilla Person.

Vineland School, West End

S. G. Calvert, Mrs. S. J. McKethan, Mrs. T. P. Smith, Mrs. M. A. Horton.

Pinckney High School

Mr. J. Wesley Groves, Mr. R. O. Taylor, Mr. T. J. Cutler, Miss Ruby Burnette, Miss M. A. Kelly, Miss Dorothy Harrington, Miss E. M. Patterson, Miss N. M. Jackson, Miss M. Johnson, Miss Ellen B. Grace, Miss E. M. Foster, Mrs. A. W. Blue, Miss E. L. Barrett.

MONTGOMERY COUNTY

Peabody Academy

Mr. E. D. Sinclair, Principal; Mrs. M. W. Anderson, Miss T. E. Davis, Mrs. F. S. Russell, Miss B. G. Shaw, Mr. S. T. Hawkins, Mr. W. B. Nivens, Miss C. E. Wooten, Mrs. N. B. Sinclair,

Mrs. Grace Hoffman, Miss L. M. Smitherman,
Miss Ruth Hull, Miss Bernice Dobbins.

NASH COUNTY

Spring Hope High School

Mr. Thomas Crumby, Miss Mildred Davenport,
Mrs. Laura Jones, Miss Minetta Eaton, Miss
Ethel Lewis, Mr. Walter Griffin, Miss Lucy
Saunders, Mr. Melvin Bullock, Mr. J. W. Eaton,
Miss Gladys Mauney, Miss Annie R. Lee.

Nash County Training School, Nashville

Mr. W. L. Green, Principal; Mrs. Georgia R.
Greene, Mrs. Alice C. Richardson, Miss Alice B.
Davis, Miss Rosa E. Jones, Miss Mollie B. Moody,
Miss E. Juanita Alston, Miss Mary M. Rice,
Miss Emma M. Elliott, Miss Arcelia M. Spivey,
Mr. R. E. Fitzgerald, Mr. O. D. Moore, Mr. J. L.
Lassiter, Mrs. R. L. Roberts.

Nash County Group

Mrs. Margaret A. Forte, Miss Katie M. Scales,
Miss Marion V. Troxler, Mr. Henry Wilson, Mr.
Ray Boddie, Miss Mabel A. Joyner, Mrs. Maud
B. Hubbard.

NEW HANOVER COUNTY

City-County Unit

Williston Industrial High School

Miss Sarah E. Avant, Miss Mattie V. Ballard,
Mrs. Ruth Hall Brown, Mr. Charles Bryant, Miss
Jane M. Burnett, Mrs. N. R. McD. Cotton, Miss
Betty Graves, Miss Leonard J. Green, Mr. C. M.
Haithman, Mrs. Effie T. Harlee, Miss Margaret
Harris, Miss Sadie B. Hooper, Mrs. Elizabeth
Green Holmes, Mrs. Brenda Y. Jervay, Mrs. Han-
nah E. Kelly, Mrs. Ann C. King, Miss B. B.
Leonard, Mrs. A. W. Lofton, Miss Ruby Mitchell,
Mr. Donald Montague, Mr. Randall G. Parker,
Miss Frances Payne, Mrs. Catherine J. Robinson,
Mr. Frank P. Robinson, Prof. F. J. Rogers, prin-
cipal; Miss Rosa A. Scott, Mrs. M. A. Shaw,
Miss H. Mildred Story, Miss Doris Telfair, Mr.
G. L. Vick, Mr. Melvin Wall, Mr. T. Rudolph
Webber, Miss Fannie P. White, Mrs. Lucille S.
Williams, Miss Sarah Wortham, Mrs. Sarah Wil-
son Wright, Mr. Richmond Wall.

Williston Primary School

Mr. B. T. Washington, Principal; Mrs. D. B.
Bryant, Mrs. A. J. Bailey, Mrs. G. W. Graham,
Miss M. E. Johnson, Mrs. L. S. McKoy, Miss
Annie L. Moore, Mrs. M. N. Belden, Miss K. S.
Crawley, Mrs. M. F. Emanuel, Mrs. V. F. Haith-
man, Miss C. H. Lane, Miss I. A. McVier, Miss
S. A. Sullivan, Miss M. M. Tucker, Mrs. A. L.
Williams, Miss Z. R. Williams, Miss S. H. Willis.

County Schools, New Hanover

Prof. W. H. Blount, Principal; Mrs. Elsie H.
Colvin, Miss Katie M. Davis, Mrs. Lucille Loftin,
Mrs. Louise H. Moore, Miss Lula Cobb, Mrs.
Louise W. Lee, Mrs. Mary H. McFarland, Miss
Essie R. Miller, Miss Christobel Dodd, Mrs. Ruth
H. Ferguson, Mrs. Lula E. Mask, Mrs. Eliza
Johnson, Miss Esther Sharpless, Mrs. Annie
Webber, Miss Ada McKoy, Mrs. Fannie C. Mc-
Combs, Mrs. Isabel Barnhill, Mrs. Eliza Wolst.

Peabody School

Prof. C. H. McDonald, Miss H. E. Cannady,
Miss C. S. Carter, Mrs. A. A. DeVaughn, Miss
D. Dodd, Miss A. H. Gill, Mrs. N. M. Green,
Mrs. A. S. Harris, Miss E. L. Hooper, Mrs. Z. C.
Lane, Mrs. S. H. Mallette, Miss E. F. Moore,
Miss H. McGee, Miss A. L. Ormond, Mrs. S. L.
Perkins, Miss I. B. Randall, Mrs. M. J. Rogers,
Mrs. M. M. Scott, Mrs. L. H. Sharpless, Mrs.
I. M. Sparrow, Mrs. E. B. Telfair, Mrs. A. W.
Watkins.

NORTHAMPTON COUNTY

Miss Catherine Jeffers.

ONslow COUNTY

Georgetown High School

Mr. J. W. Broadhurst, Principal; Mr. Alton
B. Parker, Mr. S. R. McLendon, Mrs. A. K.
Broadhurst, Mrs. Alice Kerr, Mrs. Frances M.
Bell, Mrs. Josephene Stringfield, Miss Susie R.
Hammonds, Miss Willa L. Jones, Miss Edna E.
Fairley, Miss L. Viola King.

Onslow County Unit

Mr. W. F. Marshburn, Mr. William James, Miss
Esther Murphy, Mrs. A. Golden B. James, Miss
Louise Blount, Mr. H. L. Murrill, Mrs. Nettie V.
Hardison, Mrs. Eliza Stanford, Mrs. Georgia
Fonville, Mrs. Agatha Lavender, Miss Lillian
Parker, Miss Annie R. Graham, Miss Mae D.
Foreman, Mr. Louis Parker, Miss Phyllis Parker,
Miss M. Lydia McRae, Miss Mary Newby, Miss
Ethel V. Davis, Mrs. Helen M. Pollard, Mrs.
Dorothy H. Newby, Mrs. Julia R. Wilson, Mrs.
Ruby P. McDowell, Miss Carrie Mae Holmes,
Miss Carrie M. Davis, Mrs. Daisy Dafford, Mrs.
Pearl D. Parker, Rev. D. W. Holt.

ORANGE COUNTY

Orange County Training School, Chapel Hill

Mr. H. M. Holmes, Miss Ruth Pope, Miss
Esther Brown, Miss Ellen Humphrey, Miss Pearl
Smithwick, Miss Josephine Jones, Miss Sibyl
Hill, Mrs. Evelyn Ragsdale, Mrs. M. Norma
Snipes, Mr. Jody Harris, Miss Eleanor Sellars,
Mr. C. L. Easterling.

Orange County Group

Miss Lara Vanhook, Miss Hassie V. Brooks,
Mr. C. E. Hester, Miss Ethel Stanfield, Miss
Ruth Stanfield, Mrs. S. Caldwell, Miss Annie M.
Fuller, Mr. R. J. Snipes.

PAMLICO COUNTY

Bayboro Unit

Miss Dominion Wilson, Miss Nyna O. Moye,
Miss G. B. Murphy, Miss Ruth G. Thompson,
Miss Mary Hester Livas, Mr. Loyd H. Davis,
Miss Lula A. Dixon, Mr. W. H. Patillo, Miss
Rosetta J. Ellison, Mrs. Ruth M. Patillo.

Pamlico County Group

Mrs. H. V. McDonald, Miss L. V. Randall, Miss
Ethel L. Moore, Miss Charlotte M. Lee, Miss Sadie
Janet Robinson, Mr. W. H. Bryant, Mr. J. T.
Cherry, Miss Cora McCoy, Rev. Robert J. John-
son, Miss M. L. Stephenson, Miss Maude Ran-
dall, Miss Freddie S. Hall, Miss Pauline E. Ros-
coe, Miss Alethia Mae Wilson, Miss V. B. Tillery.

PASQUOTANK COUNTY

State Teachers College, Elizabeth City

Dean S. D. Williams, Pres. H. L. Trigg, Miss
M. L. McLendon, Mrs. M. B. Williams, Mr. W. C.
Hunnicutt, Mr. D. C. Brandon, Mrs. M. C. Black-
wood Mr. O. J. Chapman, Miss Augusta Johnson,
Rev. J. T. Doles, Mr. M. J. Whitehead.

PENDER COUNTY

Burgaw High School

Prof. C. F. Pope, Principal; Miss Carrie J.
Bell, Miss Ernestine Smith, Mrs. Clara A. Moore,
Miss Sarah E. Dick, Mrs. Janie Hynes, Miss Mil-
dred C. Moore, Miss Frances L. Murray, Mrs.
C. F. Pope, Mr. R. P. Carr, Mr. J. E. Dixon,
Mr. Adolphus Woodhouse.

Pender County Group

Mr. William R. Parker, Mrs. Carrie B. Parker,
Mrs. Lillian P. Shaw, Mr. Thomas M. Ringer,
Mr. Stephen A. Fennell, Mrs. Lillie Mae Bilinglea,
Mrs. Helan Smith McIntyre, Mrs. Lillie Kenan,
Mrs. Gertrude H. Williams, Mrs. Ludue D. Wash-
ington, Mrs. Rosa F. Shaw, Mrs. Helen F. Hall,
Mrs. Thelma W. McMillan, Mrs. Cocheese S.
Livas, Mrs. Mollie Holmes, Mrs. Margaret Lof-
ton, Miss Miretta Belamy, Miss Sarah Holmes,
Miss Mamie I. Hand, Miss Emmie Harris, Miss
Thelma Brewington, Miss Mattie Bell, Miss Bet-
tie R. Farrior, Miss Sadie Williams, Miss Allie
Mae Fennell, Miss Geneva D. Fennell, Miss Sadie
E. Ringer, Miss Rebecca J. Simpson, Miss Ruth
Moody, Mrs. Carrie S. Ballard, Miss Julia New-
kirk.

Pender County Training School, Rocky Point

Mr. J. T. Daniel, principal; Mr. S. C. Ander-
son, Mr. Joseph O. Lowery, Mr. Henry M. Bass,
Mr. James C. Hasty, Mr. James R. Moore, Mrs.
Leona B. Daniel, Mrs. Hattie V. Gattison, Mrs.
Venetta W. Anderson, Mrs. Alice Coleman Smith,
Mrs. Anna C. Williams, Mrs. Annie B. C. Old-
ham, Mrs. Cora Ringer, Miss Bertha M. Martin,
Miss Lillian E. Jackson, Miss Eleanor Moore,
Miss Daisy Ford.

PERSON COUNTY

County Training School, Roxboro

Mr. H. L. Price, Principal; Mrs. Earl T.
Brooks, Mrs. Pearl E. Burton, Mr. John W.
Davidson, Mr. R. J. Douglas, Jr., Mrs. H. H.
Fountain, Mrs. A. B. Ford, Miss M. M. Graves,
Mr. J. L. Garriss, Mrs. R. T. Hester, Miss R. E.
Moore, Miss Saloma Jeffers, Mr. A. W. Jones,
Mrs. F. S. Humphrey, Miss E. D. Hester, Mr.
J. C. Owens, Miss J. A. White, Miss B. L. Har-
ris, Mrs. M. U. Johnson Harris, Miss E. B.
Sanders, Mr. P. A. Williamson.

Person County Unit

Rev. G. W. Thomas, Miss Missouri Allen, Miss
Rosetta Thompson, Mr. B. J. Bowman, Miss Mat-
tie Tuck, Mrs. Lillie D. Harris, Mrs. Jettie P.
Williams, Miss Ruth Jeffers, Miss Sadie F. Val-
lines, Mrs. Lucy Mason, Miss Winnie De Shazor,
Miss Cora Lytle, Mr. Clarence Miss Iris
Beard, Mrs. Mary Thomas, Mrs. Louise W.
Carter, Mrs. Jewel Boyd, Miss Mabel Hoskins,
Mr. A. B. Whitlock, Miss Pauline Tuck, Miss
Ethel Tuck, Mrs. Lula H. Schooler, Mrs. P. H.
Pittman, Mrs. Addie Graves, Mrs. Sadie Royster,
Miss Willie Vellines.

PERQUIMANS COUNTY

Hertford High School

Mr. J. Thompson, Mr. F. B. Holley, Mr. W. R.
Privott, Mrs. J. L. Privott, Mrs. J. S. Thompson,
Mrs. A. N. Kingsbury, Mrs. G. B. Lowe, Mrs.
Alberta Eason, Mrs. Wealthy Riddick, Mrs. J. B.
Dail, Mrs. Eliza Perry, Miss Minnie Felton.

Perquimans County Training School

Mr. K. A. Williams, Mr. E. L. Fair, Mrs. B. C.
Maye, Miss P. E. Perry, Mrs. I. E. Rogerson,
Mrs. P. E. Bemby, Mrs. W. D. Williams, Mrs.
L. C. Perry.

County Unit

Mrs. S. H. Brothers, Mrs. Dixie Brothers, Mrs.
Cleo Felton, Mrs. Isetta Felton, Rev. A. T. Jor-
dan, Mrs. Laura M. Lowe, Mrs. Evora Newby,

Mr. Dewey Newby, Miss Rosa Reid, Mrs. Annie
Simons, Mrs. Edna Zachary, Miss Elnora Nixon.

PITT COUNTY

Greenville Graded and Industrial School

Mrs. M. Cherry Allen, Mrs. A. H. Armstrong,
Mrs. C. F. Artis, Miss D. M. Belle, Miss L. O.
Bradley, Mrs. C. V. Chase, Mrs. N. W. Cherry,
Mrs. D. L. Daniels, Prof. C. M. Eppes, Miss S. M.
Graves, Miss L. L. Gray, Miss C. M. Hath, Miss
M. T. Harris, Miss R. E. Johnson, Miss D. A.
Keys, Mr. C. O. Mabry, Miss A. L. Morgan, Mrs.
O. B. Myers, Mrs. M. C. Norcott, Mrs. E. P.
Norris, Mrs. R. E. North, Mrs. M. B. S. Parker,
Miss F. A. Phillips, Miss S. I. Sautler, Mrs.
L. S. Simmons, Miss L. V. Smith, Mrs. L. R.
Taylor, Miss M. P. Turner, Miss E. E. Williams,
Mr. W. H. Davenport, Miss B. C. Donnell.

Pitt County Unit

Miss I. M. Donnell, Miss Annie R. Ebron, Miss
Mamie Carney, Mrs. L. M. Perkins, Mrs. Maggie
Woodard, Miss Henrietta King, Miss J. M. Alex-
ander, Mrs. Thelma S. Moore, Miss Melba Doug-
lass, Miss Dorothy Whitted, Miss E. S. Lloyd,
Mrs. Addie Spence, Miss M. L. Garrett, Mrs.
Peggie Ward, Miss Nannie Hyman, Miss Mamie
Paige, Mrs. F. P. Jackson, Mrs. Winnie Godette,
Mrs. F. A. Parker, Mrs. H. A. Thompson, Mrs.
M. L. Newton, Mrs. Aquilla Jenkins, Miss Sadie
Paige, Mrs. H. M. Carraway, Mrs. Lillian Artis,
Miss Annie Wilson, Mrs. Turetha Vines, Mr. J. W.
Ormond, Mr. F. M. Kennedy, Mrs. Ellen Chad-
wick, Miss H. B. Holly, Mrs. Ethel Terry, Mrs.
Anna Mason, Mrs. Gertrude Hill, Mrs. Laura
Carr, Mrs. Sarah Bradley, Mrs. S. Lang, Mrs.
Bertha Watts, Miss S. A. Phillips, Mrs. Eva P.
Jones, Miss Lillian Alexander, Mrs. Susie Mason,
Mrs. Cherry Frizelle, Mrs. Ethel Hebron, Mrs.
Mattie Strong, Miss Eva T. May, Mr. Herbert L.
Skinner, Rev. E. S. Parker, Mrs. Martha F.
Boyd, Mrs. Dora Tillet, Mrs. Florence L. Price,
Mrs. Bethany Wilson, Mrs. Martha Jones, Mr.
A. C. Hill, Mrs. L. Coburn, Miss Bettie Savage,
Miss Rosa Harris, Mrs. C. B. Newell, Miss Stella
Dixon, Mrs. M. T. Burney, Miss Mary B. Dupree,
Mrs. Elizabeth McGlone, Mr. C. C. McGlone, Miss
V. Dudley, Mr. M. Lewis, Mr. L. Williams, Mrs.
B. M. Chance, Mrs. Ellen B. Gorham, Miss Melba
McKinney, Miss Rosa Hopkins, Mr. C. L. Bemby,
Mr. W. H. Robinson, Mr. C. M. Anderson, Mrs.
C. M. Anderson, Mrs. M. D. Wilson, Miss Rosa
B. Lane, Miss Willie Gorham, Mrs. Josephine
Reaves, Mrs. Della Bennett, Mrs. Mamie Garrett,
Mr. Isaac Artis, Mr. C. C. Suggs, Mrs. Ada M.
Suggs, Mr. J. H. Carraway, L. M. Garrett, A. F.
Spice, J. R. Lowery, Alexander Brooks.

POLK COUNTY

County Unit

Prof. W. M. Massey, Mrs. Della H. Davenport,
Mrs. Sadie McIntire, Mrs. Esther Wilkins, Mr.
Louis W. Thompson, Jr., Principal.

Tryon School

Mrs. Regina Hannon Patton, Mrs. Helen Har-
ris Hannon, Mrs. Helen Jackson Wells, Miss
Ophelia Carson, Miss Orine Bertha Wiggins,
Prof. L. R. Wells, Principal.

RANDOLPH COUNTY

Miss Effie Hill, Miss Lillie L. Foster, Miss
Mary Harrison, Miss Ethel Green.

RICHMOND COUNTY

Hoffman School

Prof. A. W. Perkins, Miss Susie P. Arrington,
Mrs. Elizabeth J. Perkins, Miss L. A. Byrd, Miss
Theola Bethea, Miss Bettie B. Thomas.

Capital Highway High School

J. W. Mask, Jr., Principal; Miss S. E. Richard-
son, Mrs. Carrie J. Lawson, Miss C. L. Harris,
Miss A. Foreman, Mrs. L. S. Robinson, Mrs.
V. D. McEachern, Miss G. C. Wyatt, Miss Roberta
McNeill, Miss Elizabeth Jones, Miss L. A. Hillian,
Mr. Roland D. Clark, Mrs. F. P. Mask, Miss Lo-
retta A. Foust, Mr. Rufus H. Parrish, Jr., Miss
C. I. Fort, Mr. J. H. Cobb, Mrs. A. T. Nelson,
Mr. F. W. Douglas, Mrs. I. H. Douglas, Mrs.
Alma C. McRae, Mrs. Bernice Lassiter, Mrs.
Estella C. Frazier, Miss Tero Martin, Mrs. Mae
Fannie Dougherty, Mrs. Roy Mae McEachern,
Mr. E. E. Henry.

Rockingham High School

Prof. J. M. Hodge, Principal; Miss J. L. Wall,
Miss E. C. McLean, Miss W. M. Hines, Mrs.
A. S. Williams, Mrs. D. C. Price, Mrs. W. L.
Collier, Miss L. B. Gordon, Miss V. E. Wall,
Miss T. V. Newell, Miss D. B. Howze, Mrs. O. M.
Sawyer, Mr. B. A. Collier, Mrs. S. O. Johnson,
Miss A. P. Hodge, Mrs. E. T. Caldwell, Mrs.
E. E. Williams, Mr. J. O. Johnson.

Richmond County Unit

Mr. C. D. Stevenson, Miss Nicey Mae Bostic,
Mrs. Nannie Jones, Mrs. Mary S. Spencer, Mrs.
Pearl S. Martin, Mrs. Mary L. Gordon, Miss
M. L. Norris.

ROBESON COUNTY

St. Paul High School

Mr. J. E. Bryan, Principal; Mr. R. J. DeVone,
Mrs. H. H. Wactor, Mrs. A. L. Highsmith, Mr.
M. A. Houston, Miss Lulu B. McManus, Miss
Megie C. Green, Miss Sadie M. Curry, Miss Hattie
McKoy, Miss Vannie M. McKoy.

Rosenwald School (Fairmont)

Mrs. M. McKeller, Mrs. N. B. McKoy, Mr. J. A. Christian, Mrs. R. L. W. Jackson, Mrs. E. P. Reece, Mrs. C. H. Pittman, Mrs. W. C. F. Jones, Mrs. E. S. Cunningham, Mrs. B. H. McGee, Mrs. A. G. D. Spencer, Mr. L. E. Spencer, Principal; Miss W. A. Carter.

Hilly Branch School, Lumberton

Mr. Louis V. Jones, Principal; Mr. Samuel P. Woodard, Mr. Sterlyn Allen, Mrs. Verdine P. Washington, Mrs. Elsie A. Woodard, Mrs. Bessie F. Powell, Miss Rosa P. Williams, Miss Annie M. Wharton, Miss Ethel Powell, Miss Emma J. Love, Mrs. Blanche W. Houston.

Redstone High School, Lumberton

Dr. J. H. Hayswood, Miss Vivian J. Harris, Mrs. Isadora Spearman, Mrs. A. B. Lewis, Mrs. M. B. McLeod, Mrs. M. L. Morissey, Mrs. E. T. Hayswood.

Lumberton City School

Prof. W. H. Knuckles, Principal; Mrs. Carletta Spearman, Mrs. Katie A. Anderson, Miss Helen Caldwell, Miss Mary R. Knuckles, Mrs. George Ann Toon, Miss Catherine Jones, Miss Maggie McLean, Miss M. Jean Moore, Miss Alice O. Rogers, Miss C. L. McKoy, Mr. W. T. McAllister, Mr. S. B. Peace, Mr. H. G. Faucette, Mr. R. B. Dean, Principal.

Red Springs High School

Mr. J. T. Peterson, Principal; Mrs. K. M. Peterson, Miss G. E. Lomax, Miss M. V. Jackson, Miss A. DeVone, Mr. T. A. Medford, Miss Carrie S. Brown.

Robeson County Group

Mr. J. F. Lessane, Miss Wessie Jackson, Miss Mary Douglas, Miss Emma Speller, Miss Pearl Moore, Mr. R. D. Cunningham, Miss Mattie M. Wallace, Mr. W. K. McNeill, Miss Essie Ware, Miss I. Cooper, Mr. Henry Groton, Mrs. Catherine Patterson, Mrs. A. M. Bryan, Miss Mattie Bacchus, Mr. John Jones, Miss Hattie Harrell, Miss Alberta Ford, Miss Odell Cunningham, Miss Kazee McRae, Mrs. Beatrice McCallum, Miss Fleming Cade, Mr. Edward Rayford, Mr. W. J. Cochran, Miss Carrie B. McKoy, Mr. J. E. Allen, Miss Dorothy M. Washington, Miss Celeste Bryan, Miss Nellie W. Barnes, Miss Celia Toatley, Miss Vera Green.

ROCKINGHAM COUNTY*Douglass High School, Leaksville*

Dr. L. E. Boyd, Principal; Mildred Jordan, Alma M. Fitch, Beula McKorkle Boyd, Ethel Barnhill, Ophelia R. Simpson, Lillian M. Ward, Pacolla Matthews Long, Mozelle Roberts, Bryte Hoover Puryear, Madeline A. Johns, Pauline A. Strong, Ruth N. Fisher, Dorothy B. Jackson, William F. Jordan, Eugene Skinner, Edwina Thomas.

Washington High School, Reidsville

Mr. S. E. Duncan, Principal; Mrs. Ethel Rogers, C. C. Griffin, Miss Portia Jenkins, Miss I. F. Hunt, Mrs. Ann McAden Johnson, Mrs. M. Meador Stewart, Miss Mildred G. Johnson, J. W. Sapp, D. S. Kelly, Mrs. W. E. Watson, Miss V. A. Lassiter, Mrs. M. A. Brown, Mrs. Ida F. Thomas, Miss Tenna Moir, Miss Cozette Friende, Miss Lillian O. Saunders, Miss Bertha C. Carter, Mrs. Lola B. Powell, Miss Catherine Dobson, Mrs. Sarah Penn Ware, Mrs. Geneva B. McRae, Mrs. B. Rucker Baisley, Miss Sadie Wilkerson, Miss Susie Dillard, Mrs. Ida Lesueur, Mrs. Lelia Sharpe Taylor, Mrs. Thelma K. Poe, Miss Hattie Zolar, Miss Daisy Davis, Mrs. Ida Duncan, Mrs. Clarence Watkins, Miss Sallie Ruth Taylor, Mrs. Millie A. Lindsey.

Rockingham County Unit

Miss Amey Gordon, Miss Mary E. Stewart.

ROWAN COUNTY*Monroe Street School, Salisbury*

Miss Annie Lowery, Miss Willie Mae Clingman, Mrs. Marie A. Davis, Mrs. Beulah R. Gibson, Mrs. Florence J. Harris, Mrs. Nonie S. Johnson, Mrs. Rose R. Johnson, Mrs. Adeline Jones, Mrs. Laura I. McKay, Miss Callie Montgomery, Miss Lottie Mae Smith, Miss Vina E. Wilson, Miss Myrtle S. Pemberton.

Lincoln School, Salisbury

Miss Josephine Thirdgill, Mr. C. A. Sumner.

Rowan County Unit

Prof. Edward Ellis, Mrs. Berthenia Gibson, Mrs. Cora White, Mrs. Edmonia Hall, Mrs. Lillian Reid, Mrs. E. N. Goudelock, Mr. Robert Long, Mrs. Rosalie Wyatt, Miss Katie Massey, Mrs. Mamie Todd, Mrs. Lillian Evans, Mrs. Mary Ramsey, Mrs. Laura Miller Moore, Mrs. Makepeace Long, Mrs. Constance Little, Mrs. Odessa Carr, Mrs. Adelaide Carson, Mrs. Maidie R. Gibson, Mrs. Sallie B. Robertson, Mrs. Geneva Oglesby, Prof. Robert Dalton, Prof. Robert McMullen, Prof. R. W. Vail, Mrs. Helen Bohannon, Mrs. Willie Payne Ellis, Mrs. Lottie Weldon, Mrs. Pauline Bennett, Mrs. Novella Chambers, Mrs. Lena B. Duncan, Miss Mabel Kelly, Miss Hazel Craig, Mrs. Sadie Fair, Mrs. Margaret Dalton, Mrs. Zelma Drain, Prof. W. M. Wyatt, Mrs. Lillian Wilson, Mrs. Claudia Caldwell, Prof. Isaiah McClain, Mrs. Beatrice Powe, Mr. T. M. Powe, Mrs. Willie Davis, Mrs. Winifred Poe, Miss Eldora Houston, Miss Maggie Knox, Mrs. Corinne Tutt, Miss Ollie Lee Carr, Mrs. Mabel Payden, Mrs. Mary Biggers, Miss Annie Clark,

Miss Winema Campbell, Rev. William Watson, Prof. Arthur Buford, Mrs. Annie B. Wilson, Miss Annie B. Parker, Mrs. Ada Mae Epps, Miss Rosebud Aggrey, Miss Myrtle Peake, Miss Anne Miller, Miss Thelma Christmas, Mrs. Portia Barfield, Mrs. Alma Ross, Mr. Isaac Miller, Mr. Max Gibson, Mrs. Bessie Smith, Mrs. Gladys Lewis, Mrs. Rose D. Aggrey.

Livingstone College

President W. J. Trent, Dean F. D. White, Prof. W. H. Hannum, Mrs. T. C. Lash, Prof. Samuel W. Garlington, Miss Annie L. Swanson, Prof. F. D. Drew, Prof. C. W. Wright, Miss Carlease Faulkner, Prof. Alonzo Bohannon, Miss Lottie M. Lyons, Mrs. J. P. Sherrill, Miss J. B. Duncan, Prof. Samuel E. Barnes, Prof. E. J. Pierce, Miss Lucille C. Mills, Prof. J. H. Satterwhite, Prof. J. A. Clement, Prof. I. H. Miller, Mr. I. H. Miller, Jr.

Price High School

Mrs. Abna A. Lancaster, Miss Alta Clark, Miss Marie Weeks, Miss Mildred Jordan, Miss E. Beatrice Riggs, Mr. D. B. Delaney, Mrs. G. C. Teamer, Mrs. Nannie Lash, Miss Ruth Miller, Mr. O. C. Hall, Mr. L. H. Hall, Mr. S. W. Lancaster.

RUTHERFORD COUNTY

Miss Eleanor W. Burton, Miss Myrtle Freeman, Miss Florence Mills, Mrs. M. S. Gardner, Mr. S. P. Manning, Miss Edna Logan, Miss M. K. Costner, Miss Beatrice Hoyle, Miss Virginia C. Henry, Miss Helen Howell, Miss Wilma F. Beebe, Miss Fannie Watkins, Miss Leola Doggett, Miss Lottie L. Daniels, Miss Hester Walker, Mrs. Ruth Doggett Twitty, Mrs. Elsie Lomax, Mrs. Lossie Logan, Mrs. Fannie W. Carnegie, Mr. W. D. Ledbetter, Mr. W. B. Burton, Mr. Henry Darity, Mrs. Henry Darity, Mrs. Janie Walker Davis, Mrs. Noreen H. Russell, Mrs. Jenny Snow Scales.

Grahamtown School, Forest City

Mr. J. O. Gibbs, Principal; J. H. Reid, Margaret B. Chambers, Minnie D. Gibbs, Lucile O. Wilson, Jeannette Kilgore, Thelma M. Scarlette, Henrietta Twitty.

New Hope School

Mr. C. A. McDougle, Principal; Mrs. H. C. Walker, Miss M. E. Joyner, Mrs. L. R. McDougle, Mrs. A. R. Wellman, Mrs. E. F. Avery, Miss I. Miller, Mrs. M. Carpenter, Miss M. Foster, Miss Q. E. Palmer, Miss V. C. Ramseur, Mrs. M. M. Pettiford.

SAMPSON COUNTY*Clinton Schools*

Mr. D. A. Thomas, Principal; Miss L. B. Corbin, Mrs. E. H. Sampson, Miss Lula Summerville, Mrs. N. W. Merritt, Miss Mabel C. Faison, Miss Katie A. Hodges, Miss J. V. Elliott, Mr. Otis E. Lilly, Miss Estelle Duncan, Miss Nannie Lee Marsh, Miss Evelyn Johnson, Mr. Herman Lee Forbes, Mrs. M. D. Grady, Miss Carol Perry, Miss Ida Stephens, Mrs. Essie M. Moore, Mrs. B. J. Thomas, Mr. P. L. Thomas, Miss Helena Davidson, Mr. S. N. Merritt.

Sampson County Unit

Mrs. Daisy Adkins, Mrs. Maggie Allison, Mr. Robert Anders, Vinella Ashford, Miss Ada G. Battle, Miss Mildred Beaman, James Bennett, Mrs. Mary N. Bennett, Mrs. Mary E. Berry, Claytie P. Blackman, Miss Connie Lou Boykin, Mrs. Eatella V. Boykin, Mr. J. V. Boykin, Miss Mary Boykin, Wilbert Boykin, Mrs. Estella B. Brown, Mrs. Pauline N. Brown, Miss Jettie O. Bryant, Miss Katie D. Bullard, Miss Margaret Butler, Mrs. Daisy Caldwell, Miss Lillie Mae Caldwell, Mrs. Bonnie B. Carr, Mr. Woodrow Carr, Mrs. Mattie J. Cobb, Mrs. L. B. Coley, Mrs. Rosa W. Cooper, Miss Annie Mae DeVane, Cato C. DeVane, Miss Eva Mae DeVane, Mrs. Margie S. DeVane, Mr. W. K. DeVane, Mrs. Gladys R. Dowdy, Mrs. Ernestine M. Faison, Mrs. Mamie Faison, Mrs. Mary A. Fennell, Mrs. Hattie W. Finney, Albert J. Fryar, Mrs. Arletha B. Graham, Mrs. Essie L. W. Graham, Mrs. Flora D. Grantham, Miss Annie F. Herring, Miss Naomi Herring, Mrs. Juanita H. Hill, Rev. J. M. Holmes, Mrs. Katie B. Jones, Miss Martha A. Kelly, Mrs. Callie D. Kirby, J. I. Kornegay, Rev. P. M. Lee, Mrs. Allie Mathis, Mrs. Hattie M. Matthews, Miss Reva Mae Matthews, Miss A. Ruth McCoy, Mr. Willie McLean, Albert F. Melvin, Mrs. Lottie Melvin, Mrs. Mae Melvin, Mrs. Lillie Mae Merritt, Mrs. Sadie H. Merritt, Rev. W. E. Merritt, Mrs. Estelle R. Mitchell, Miss Lettie Mitchell, Miss Elva C. Monroe, Mrs. Josie Moore M. Douglass Moore, Mrs. Gertha C. Murphy, Miss Betsy M. Perry, Rev. Charles M. Perry, Miss Emma Perry, Mrs. Agnus Peterson, Mr. F. George Peterson, Mrs. Isabella Peterson, Miss Macyre Peterson, Mrs. Selena Pierce, Mrs. Emma M. Powell, Mrs. Lila C. Powell, Miss Mabel P. Powell, Mrs. Daisy B. Rich, Mrs. David Robinson, Mrs. Annie C. Sampson, Miss Fannie W. Sampson, Miss Minnie Lee Sampson, Miss Lattie Mae Sellars, Mrs. Mary C. Smith, Miss Sarah Ann Smith, Mrs. Pauline Solice, Mrs. Helen B. Stewart, Rev. J. T. Stewart, Miss H. Gertrude Summerville, Mr. Bettie B. Tatum, Miss Bertha Thompson, Miss Lillie Troublefield, Mrs. Eva Mae Walton, Miss Blanche Weeks, Mrs. Eva S. Williams, Miss Millie Williamson, Peter C. Williams, Mrs. Effie B. Wright, B. Francis Wright, Miss Mamie Spicer.

SCOTLAND COUNTY*Laurinburg Institute*

Miss Edith Troy, Mrs. Joy Mae Jackson, Mr. I. E. Johnson, Mr. George A. Page, Estelle McMillan, Mamie McMillan, Mr. Reginald McDuffie, Miss Verdelle Lane, Mrs. L. B. Wade, Mrs. G. H. Sanders, Mr. J. C. Melton, and Mr. J. T. Speller.

County Unit

Mrs. Ellen S. Artis, Miss Althea Wade, Miss Catherine Page, Mr. C. W. Walker, Mrs. Julia Mask, Miss Ethel Ford, Mrs. W. P. McEachern, Mrs. Marcelle J. Bethea, Mrs. Louise Malloy, Miss Commie Campbell, Miss Lula Mae Williams, Miss Masie McRae, Rev. S. D. McIver, Miss Madeline Dent, Rev. W. F. Carlson, Mrs. E. S. Carlson, Supervisor, Mr. J. C. Duncan, Mrs. Lillie B. Stultz, Miss Mildred Leake, Miss C. Pearl Dockery.

SURRY COUNTY*Mount Airy Schools*

Miss Geraldine I. Jones, Miss Wilveria E. DeLaine, Miss Thelma L. Williamson, Mrs. Phoebe Cunningham, Miss Agatha L. White, Mr. Leonidas H. Jones.

Surry County Group

Miss Julia Rosella Cox, Miss Lola C. Morgan, Mr. F. D. Davis, Mr. Robert Caesar, Mrs. Lola Scott Abernethy.

STANLY COUNTY*Kingsville High School*

Miss R. P. Sitgraves, Miss M. L. Reid, Miss Gladys Covington, Mrs. C. A. Whitaker, Mr. R. W. Kiser, Mr. H. C. Gore.

County Group

Mr. Floyd Williams, Mr. S. S. Carpenter.

STOKES COUNTY

Mr. L. T. Williamson.

UNION COUNTY*Marshville School*

Miss E. Maske, Mrs. G. C. Perry, Mrs. C. Little, Mrs. M. G. F. McKoy, Miss W. M. Graves, Miss Helen Chambers, Mr. D. A. Oglesby, Mr. L. A. Baker, N. L. Massey.

Monroe City Unit

Miss Annie Chresfield, Mrs. M. L. Oglesby, Mr. W. E. Knight, Miss Dorothy I. Johnson, Mrs. L. C. Cret, Miss E. M. Carter.

Union County Unit

Mr. P. W. Baucum, Mrs. Mary W. Chambers, Mrs. Carrie Blount, Mrs. Blanche J. Blount, Miss Melvina Blount, Miss Odessa Blount, Miss Parthenia Chambers, Mrs. Pearl Chambers, Mrs. Bertha H. Blue, Mr. J. W. Graham.

VANCE COUNTY*Central High School, Henderson*

Mr. E. D. Johnson, Principal; Miss S. P. Eaton, Miss Estelle Nichols, Miss Tossie Foster, Miss V. O. Steele, Mrs. M. J. Hight, Mrs. S. A. Eaton, Mrs. M. L. Harris, Mrs. Maynor Poole, Miss G. L. Ward, Mrs. Mary Eaton, Mrs. Adelaide Bullock, Mrs. G. J. Smith, Mrs. L. A. Jordan, Mrs. M. S. Williamson, Mrs. L. A. Parham, Mrs. J. W. Yarborough, Mrs. M. J. Stamper, Miss P. Brame, Miss Carolyn B. Williams.

Kittrell College

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Emma Walker, Mary Austin.

Brooks School

Margaret H. Berry.

Deep Bottom School

Ernest L. Owens, Mariah E. Baum.

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Number 1

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North Carolina

U. N. C.
CAROLINA ROOM
January
1941

Teachers Record

Official Publication of the North Carolina Negro Teachers Association



J. C. PRICE ELEMENTARY SCHOOL DEDICATES NEW BUILDING

The J. C. Price School of Greensboro, N. C., dedicated its new building Monday night, November 25. The top picture is a front view of the building. The center picture is rear view of the building. The bottom photo is interior view of the auditorium-gymnasium. The auditorium-gymnasium is equipped with ball bearing curtains, removable seats so that the space can be used for basketball, and window shutters so that movies can be shown during the day.

Those taking part in the dedicatory exercises were: B. L. Smith, superintendent of city schools; J. A. Tarpley, principal, Dudley High School; the Rev. J. T. Hairston, pastor of Shiloh Baptist Church, and A. H. Peeler, principal of the school.

The Christmas Spirit



By CHARLOTTE HAWKINS BROWN

I strolled into John Wanamaker's store in Philadelphia the other morning just as the Christmas carol-singing had begun. On the balcony, with a background of a painted "Madonna and Child," sat the carolers in red and white with their beautiful brass instruments from which poured forth the music of "Silent Night, Holy Night."

"O Come All Ye Faithful," the director thundered through the microphone and more than a thousand voices coming from gray-haired women, middled-aged spinsters, young women with happy faces, strong-looking men, weary-faced men and women, the ragged, the poor, and little children, too, were lifted in song. Everybody sang.

A little woman, evidently a Quaker, drew near to me and placing her book before my eyes said, "Let's sing together." Is not that the spirit of Christmas and should it not be the spirit of all the year, whether in peace or in war—"Let us sing together!"

North Carolina Teachers Record

OFFICIAL PUBLICATION of the NORTH CAROLINA NEGRO TEACHERS ASSOCIATION

VOLUME XII

JANUARY, 1941

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Address all manuscripts for publication and all correspondence regarding membership, advertising, et cetera, to
G. E. DAVIS, 301 Carmel St., Charlotte, N. C.

The Rocking Chair Express

By MRS. ROSE LEARY LOVE
620 East Boundary St., Charlotte, N. C.

I like to pile a rocking chair
With mama's feather pillows;
Then play I'm riding on a ship
That sails the ocean's billows.

Sometimes I visit China
That's far across the sea.
I eat some rice with Wu Lo Chang
And sup his dainty tea.

Again I choose another route
And to the North I go,
Where children wear thick furs all year
And love the ice and snow.

But though I travel far and wide
I'm not the least afraid.
And when the hour says eight o'clock
You'll find me in my bed.

On Ironing Day

Sometimes my Mama lets me iron
The towels and pillow-cases.
But I want to grow big so I can iron
Fine dresses with ruffles and laces.

Ambition

By LENA VICTORIA GRAVES
Caswell County Training School, Yanceyville, N. C.

1.

What do you want from life?
For some riches will suffice,
Others seek love and health,
In preference to vast wealth,
What do you want from life?

2.

Happiness is sought by most,
Contentment and peace of mind,
Others would sell their souls,
If fame they could only find,
What do you want from life?

3.

Others seek to live and live,
These are the ones who fear to die,
Others wish the time would come,
When in the soft, cozy bed they'll lie,
What do you want from life?

4.

Are you content to just exist,
From early morn to setting sun?
Are you content to not be missed,
When your work on earth is ended—done?
Or do you want to so live on,
In ways that to men will suffice,
Do then stop today and ask,
"What do I want to get from life?"

Opportunities for Practice of Democratic Principles in the Elementary School

By MRS. CLARA D. MANN
Jeanes Supervisor, Craven County

[ADDRESS BEFORE GENERAL ELEMENTARY SECTION AT FAYETTEVILLE STATE TEACHERS COLLEGE]

DEMOCRACY is the fairest and choicest flower of the spirit of man in the age-old struggle to achieve for the largest possible number the abundant life by self-expression and self-direction. It has proceeded from the purpose of common men to have a larger say in determining their own destiny. It has been a long and costly struggle in which one generation has passed the torch to others seeming to say, "If ye keep not faith with us who die we shall not sleep."

Freedom and Faith in Democracy

In every age there have been men who did not believe in Democracy even as there are such in our own country today. Boswell quotes Dr. Johnson as having said, "It is better that some should be unhappy than that none should be happy which would be the case in a general state of equality."

But most men who have understood and tasted of freedom will agree with Thomas Jefferson that "The democratic is the only form of government which is not eternally at open or secret war with the rights of man."

On the contrary it is especially dedicated to the defining, establishing, and protecting the rights of man as they are contained in our Bill of Rights. And where there is a tendency to over-ride and disregard these fundamentals of human freedom, there is a corresponding waning of the light of liberty. Lowell said in the *Bigelow Papers* "Democracy gives every man the right to be his own oppressor," which is certainly better if a man must be oppressed, even as self-discipline is better than discipline imposed without.

Democracy a Way of Life

But Democracy is more than a

theory of government: IT IS A WAY OF LIFE. This makes the educational process all the more important. A way of doing things must be skillfully mastered which means teaching and practice. Children must have continual practice in living socially useful lives if the habit is to carry over to adult years. The expression "Democratic Processes" is apt and appropriate for it means those ways of doing things for itself that have grown out of the priceless strivings of the race in its slow and painful rise to spoken and acted power.

Emergence of Democratic Principles

Out of that struggle certain principles have emerged which have tremendous meaning for the educational process. Bertrand Russell points them out as INTELLIGENCE, SELF - RELIANCE, SELF-CONFIDENCE, SUBMISSION TO THE MAJORITY (when the majority goes against one), FULL COOPERATION and AWARENESS OF THE PROCESS.

Significance For Common Men

If the common man in the exercise of his voice and vote is a sovereign authority and the maker of rulers acceptable to his wishes, the more of these qualities, the better. The increasing intelligence of the citizens is the surest safeguard against mob hysteria, and erratic and ill-advised popular movements. Self-reliance and self-confidence are indispensable in that free action in business, industrial and personal achievement which give dignity, wealth, and power to the State.

Submission to the will of the majority is the finest self-discipline one can impose upon himself. It schools in good sportsmanship and is a hindrance to the ever recurring revolutions which mark

the so-called democratic countries to the south of us. Our country has had a long period of steady development because our consciousness of the democratic process has led us to accept the judgment of the majority and bide our time for the reassertion of our convictions.

Democracy stands for the common man's right to speak his mind and do his deed in the total fellowship of his countrymen. It balances individual freedom and social responsibility and keeps clear the principal that the common good is paramount even if our personal ease and privileges are interfered with so long as our surrender is personal rather than dictated. Democracy keeps clear that the rank and file of men are the best judges of how they want to pursue life, liberty, and happiness; for it is true that "no man is good enough to govern another man without his consent."

Education and Democratic Mentality

To enter into a proper acceptance of one's responsibility in a democratic society, education must provide a democratic mentality, give facility in sharing in the democratic process, give a sense of competence and adequacy, and instill loyalty to the common good. Certain habits are essential for the whole man in the exercise of his rights and duties. He must have good health and body habits. Physical fitness is not only the right but the duty of every man. There is laid upon a citizen in a Democracy the solemn responsibility of forming judgments as grounds for intelligent action, he must have good mental habits. Because nations rot within, and fall like the Roman Empire from internal corruption, the citizens should have good social and moral habits.

To all of this must be added sincerity: (capacity for being trusted to perform conscientiously).

Sympathy (capacity to understand the problems of all classes and groups).

And tolerance: capacity for granting living space to those whose thoughts, form and customs vary from ours, provided there be a common loyalty to the good of the whole.

Clearly, all this calls for education. Men may be trusted to FEEL their basic needs. They cannot be trusted to secure them in the BEST WAY without physical, mental, moral and spiritual education. There can be no doubt that the school is a decisive and fundamental necessity for democracy:

In the language of H. G. Wells:

"It is a race between education and catastrophe."

In many minds today, Democracy is in eclipse. Communists, Nazis, and Fascists, all totalitarians or dictatorships, have shown a wonderful capacity to get direct action and they have education of the highest technical character; but it is one thing to be educated to be a robot or a cog in a machine, and another to be educated to determine the form, purpose and use of the machine, to create and use it.

To inculcate what I have said thus far is the purpose of democratic education.

Democratic Principles in the Elementary School

How can the elementary school aid in the practice of these principles. I venture to say that the elementary school is supremely important in this task for in it the pupils are at their formative and most impressionable age when lasting impressions are made. How we teach them to think there, how we guide them in action there, will have vast influence in teaching them to participate in the democratic process. For Democracy, the institution is important whether it be forum, town meeting, assembly, church, home and school.

In these institutions democratic principles receive their primary motivation. When someone asked Lycurgus to establish Democracy in Sparta he replied: "Do you first establish democracy in your own home"? And what is here said ap-

plies to all our institutions and especially the school with which we are primarily concerned today. What are some of the opportunities to practice Democratic principles in the elementary school? Let us take the principles as listed by Bertrand Russell:

1st. Intelligence

As some has said, "there is no substitute for the intelligence of the teacher." Without knowledge and understanding education does not exist. This requires a wealth of reading material including current periodicals, in order that the pupil may be intelligently aware of the world in which he lives. There should be stimuli for more than one natural sense: 1. Charts, posters, friezes, and songs, poems, dramatics, dances. Study of all of these should be pleasurable. Democratic intelligence is based on discussion, debate pro and con of important questions. Therefore, ample opportunities should be pro-

It Seems So Strange

By DASIE HASSON ADAMS
Gaston County Schools

It seems so strange—
That two should meet,
And suddenly and all without a will,
Those lives, so lately all unknown,
Should fit like a nichéd one,
And perfectly fulfill
Each need, ere 'tis begun.

Divided worlds
These two had roamed—
And deemed it not that life with-
held its sweet—
Content with that they blindly
held—
Nor asking more than this;
But thinking life complete
With what they eked of bliss.

Ev'n as they meet
These two must part—
As waltzers ending step with
measured beat,
Are left with naught save
melody—
These hold—a prayer, sincere and
fleet—
A moon's soft glow—
And empty hearts—
Too wise with what they know.

vided for such. "It is not what men know, but what they are disposed to do with what they know that determines the rise and fall of civilization."—Coolidge.

2nd. Self-Reliance

There is nothing which makes a fellow capable of relying on himself like relying on himself. Children should be given their initiative more. Guide them as to where materials may be had and let them find it. In the elementary school children have too much done for them.

3rd. Self-Confidence

Nothing succeeds like success. The elementary school should appoint tasks that can be accomplished by an individual. This will be the spur of self-confidence. Opportunities for self-expression during class periods and club meetings should be provided.

4th. Submission to the Majority

The organized club again gives opportunity for the practice of this great principle. The individual will learn that the majority vote gets it.

5th. Full Cooperation

This is assured if the class room is organized in a sort of "All for one and one for all" plan, where each individual or group performs a task for the good of the whole.

Examples: WE care for OUR flowers. OUR unit is developing; OUR exhibit is nice. Always the idea of cooperative possession.

6th. Awareness of the Process

From time to time there should be surveys and projects of practical living value like home beautification, school improvements and such like, which demonstrates democratic living beyond school walls.

Let us remember our great democratic motive which is the largest good to the largest number in the securing of which there must be a balancing of the individual freedom and social responsibility.

If we are to save democracy in a world gone mad over individual power, we must plant deep in the minds and hearts of the common people a determination to hold fast to their rights and duties, as citizens. To the teacher in the classroom is committed the solemn task of seeing that democracy survives. "The noblest motive is the common good."

Problems In Education

An Address Delivered by JOHN W. MITCHELL, Negro State Agent of the North Carolina Extension Service Before the Interracial Commission in Session at High Point, North Carolina, Tuesday, October 29, 1940



THE current term of education means to get information to the people with an understanding of what is to be done for the welfare of those concerned.

In the recent years the many government agencies that have been created in order to improve the economic and social conditions of the people, much has been said about the educational part of the program. We hear it in the AAA, NYA, FSA, and the other agencies. So in discussing the subject, "The Problems of Education," we have just that in mind—how to get the information to the people with that kind of understanding that people may react in a favorable way.

In North Carolina and the South we have two great programs. The National Defense, which is a national program, and "A Decade of Progress," which applies to the Southern States. In both of these programs our "big job" is to reach the people as a group and as individuals. In the South we are conscious that our basic wealth consists of land, water and minerals. But our greatest potential wealth is in the people themselves.

As a social and economic problem it is pointed out that we have undernourished people, ill people and people not properly housed. In fact, it is said that as a national problem we have 45,000,000 people living below the safety line because they are not properly fed nor housed.

In North Carolina it is pointed out that we have thousands of families whose family income is below \$500 a year. As an educational problem applicable to the Negro race, it is pointed out that 51 per cent of all the Negro children in school are in the first three grades of the primary elementary schools. With these problems in mind, we wish to make some suggestions as to what can be done toward preparing ourselves for the National Defense as well as making

strides for a "Decade of Progress."

As North Carolinians, we are justly proud of the fine progress that has been made in education, yet, we must admit that all of our institutions of higher learning, with few exceptions, have geared to train teachers or people for salaried jobs. This has brought about two conditions. Only a small proportion of the population has been able to stay in school until qualified for a salaried job. But even though a small percentage has been able to get this higher training, yet, there are not enough jobs of this kind for our trained people, and were it not for the government jobs that have been created within the past seven years there would be a very long list of educated people with nothing to do. On the other hand, by far, the largest majority of our population has not received school training up to the seventh grade, neither have they received any kind of vocational training. That brings us up to the real problem:

The Need of Vocational Trained People with the Skill to Apply Training.

So often when this statement is made there are those who are zealous in the advocacy of higher training and the culturist that this is an effort to apply only industrial training without the proper foundation for the so-called education. And when one who is engaged in agriculture makes the statement that agriculture offers more opportunities for Negroes in the South than any other one vocation, it is thought that too much emphasis is being put on agriculture—overlooking the importance of the professions and other vocations.

We wish to disabuse anyone's mind with such thoughts. But what we do have in mind is that when agriculture, home economics and the trades are taught efficiently with emphasis on how to apply agriculture, home economics and the trades, there will be a different appreciation on the part of those

taught. Furthermore, when an individual is so taught he will not be dependent on a salaried job, but will be able to go back to his community and find a job that is waiting for him or make one for himself. Not only with this kind of training will one be able to make a better living for himself, but those who are engaged in the professions and various industries in the South will be benefited because those engaged in agriculture and vocation will have money to pay for professional service and to buy products from the industries. So when we advocate expansion of agriculture, home economics and skilled trades, it is with the idea of balancing our educational program so that it will not be so one-sided.

As an illustration, we will mention home economics as it is set up in North Carolina for the training of Negro girls, and in using this illustration, it is not mentioned as any special criticism on any one institution but from the standpoint of pointing out how inadequate the course is for the training of girls who are to go back to rural districts either as citizens or as workers. We know that the raising of poultry, making of gardens, and canning of vegetables and fruits as well as meats, the laying out of lawns, the location of shrubbery and flowers, and the general yard beautification are the jobs left largely to the women.

If a young Negro woman is to engage in the service of a home demonstration agent she is supposed to work cooperatively with the farm agent on the above projects. If she is to be a home economics teacher in a rural district she is not only to have an appreciation of the above things, but even she will be embarrassed if she does not have a working knowledge of what needs to be planted both in the vegetable garden and in the flower garden, and how to care for poultry; how to can, and even how to milk a cow as well as how

to make butter and cheese. This phase of education has been completely overlooked in home economics in institutions of higher learning in North Carolina, with the exception of a little canning, and even then the products are bought from the market instead of being taken from the school farm or garden.

In the so-called skill trades the training has not advanced far beyond classroom models. When it comes to agriculture, I feel too much stress is being put on classroom work and not enough on applied agriculture. With such a set-up it is almost impossible for a boy having been reared in a town, even though his parents have been reared in the country, to avail himself of agricultural training that will stand up when he is called upon to go into the rural communities to work for himself and the public.

When it comes to this phase the rural communities of the South can absorb scores and scores everywhere. And whatever we think of this kind of training we should not think just in the terms of one institution of higher learning in the State but think in the terms of an educational set-up that will reach every community in North Carolina from mountains to sea until every community is imbued with the idea as to how to make the best possible living right where the family is. One might think that this is a Utopian dream, but it is not at all impossible.

The suggestion is now being made by some that regional vocational centers be set up in North Carolina where agriculture and home economics and other vocations will be taught in institutions of higher learning.

As we know, Teachers College in Elizabeth City is operating a farm in connection with the school. Under the former president, Mr. J. H. Bias, an unbelievable amount of vegetables were grown and canned by the students. Thousands of pounds of pork were grown, killed and cured and put in a modern smoke house. The same program is being conducted under the present president, Dr. H. L. Trigg.

At Fayetteville State College, in cooperation with the NYA fifty

Mrs. Alma Herndon Addison, teacher and Girl Reserves advisor of the Washington High School, Raleigh, passed July 21.

Mrs. Addison was a graduate of Saint Augustine's College. The year following her graduation from college she was elected a teacher in the Warrenton High School at Warrenton, North Carolina. Two years later she was elected as a teacher in the Washington High

School where she spent the remainder of her life in building character into the students under her care.

She was an efficient and faithful teacher, always thoughtful of others. Whether in school or family or with teachers, she always displayed a gentleness, a courteous manner, an unselfish spirit which were outstanding qualities of her sterling character.

MRS. BETTIE E. BRANCH

Mrs. Bettie E. Branch, teacher and church woman, passed Sunday, October 13 in Wilmington, North Carolina.

Mrs. Branch was a member of the Raleigh Public School faculty and taught for 44 years in the Washington Elementary School. As a teacher she was conscientious, loyal and cooperative, willing at all times to do her part for the good of the cause.

During the many years of her unbiased service, Mrs. Branch devoted her entire life to the building of character into the children in her care. Therefore one of her

predominating qualifications was her devotion to children and her sincere desire to infuse in them those sterling qualities which would enrich their lives and attain for them a greater and higher degree of efficiency, consequently enabling them to become worthy, respectable citizens.

Besides being a loyal teacher, Mrs. Branch was also a loyal church worker and served practically in all departments of the First Congregational Church of Raleigh. Here, again she exhibited the profound desire to be of service and to touch the lives of youths and adults.

acres of vegetables are being grown at Brick School. Far more vegetables than can be used by the boarding department at Fayetteville. Many of these vegetables are sold to the other institutions—private and public. Such developments should mean much to the rural people of Eastern North Carolina since the majority of the rural population engaged in agriculture live east of Raleigh.

There are many illustrations in North Carolina to show that real progress is being made in rural North Carolina among Negroes. But it is only a sampling of what can be done when more stress is put on training for applied practice that will reach down to the people. At this time if every American is expected to do his duty then it is the duty of America to see that

every man is trained to properly discharge his duty as an American.

Yeh!

The professor was delivering the last lecture of the term.

"The examination papers are now in the hands of the printer," he concluded. "Now, are there any questions you would like answered?"

Silence prevailed for a moment, then a voice piped up, "Who is the printer?"

Question in the eighth grade examination:

"Is it safe to turn on the electric light while taking a bath?"

Answer: "Yes, if you pull down the shades."

Our Grocery Store

Developed In Second Grade, Orange County Training School, Chapel Hill, N. C.

ELEANOR K. SELLARS, *Teacher*

I. How the activity began:

During a discussion of things that we do before coming to school, we discovered that nearly every child said, "I go to the store for mother." A discussion followed about the different types of stores to which they went, such as drug stores, fruit stores, market and department stores, but the one that they were most familiar with was the grocery store.

There was great enthusiasm at the teacher's suggestion that we go down town and buy our lunch from a grocery store. (Most of the children were familiar with the small neighborhood stores.)

II. Getting ready for the trip:

A. We secured permission from the manager of a local store for the entire class to visit it.

B. We listed the things that we wanted to find out.

Children's Questions

Where do vegetables come from?

Where do meats come from?

Where are cakes and bread made?

Where do milk and butter come from?

How are these foods kept fresh?

Where does fruit come from?

Where are flour and meal made?

Where is the ice gotten?

Who paints the signs and price tags?

How often are the windows dressed?

How often is the floor swept?

Where does the storekeeper stand?

What are people who buy from the store called?

What groceries are sold in jars and cans?

How are eggs measured?

How is sugar measured?

When is bread brought to the store?

C. The class discussed the way that they would conduct themselves on the trip. These things were placed on the board. We will talk softly on the street.

We will touch only the things that we have bought in the store.

We will listen carefully to what the storekeeper tells us.

We will thank the storekeeper when we leave.

III. Upon our return to school the children had found the answers to many of their price questions including:

Prices of the goods.

Things that are kept in the refrigerator.

The color of the store.

How foods are gotten to the store.

How the scales are used.

How the electric refrigerator is operated.

Where the seasonal fruits and vegetables come from.

In addition to their own questions, the children saw unfamiliar vegetables such as brussels sprouts, cauliflower, broccoli, asparagus, and mushrooms. Many stories of our findings were put on tagboard charts and used for reading lessons.

The day following the trip, someone suggested playing store. An enthusiastic discussion of how we could make a store followed. Finally it was decided that the boys would bring orange crates for the shelves. Two little girls offered to bring large brown paper bags to cover these. Another child promised to bring scales. On the next day we had quite an array of materials with which to work. Four orange crates placed on top of each other made one section of shelves. Two others in a similar position made the other section. Two orange crates with a board between them made the counter. One end of this held the scales. The paper bags and the cash register, (improvised from two cigar boxes) were placed under one end. From a box two boys improvised a refrigerator. The section of wall and board directly behind the shelves was covered with brown wrapping paper. OUR GROCERY STORE was painted in large red letters at the top of this, by a child. Beneath this line pictures

(Continued on Page 10)



UNIT: THE GROCERY STORE
Second Grade, Orange County Training School, Chapel Hill, N. C.



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North Carolina Teachers Record

Official Publication of the

NORTH CAROLINA NEGRO TEACHERS ASSOCIATION

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The New Year

Remorseless time, fierce spirit of the glass and scythe,
What power can stay him in his silent course,
Or melt his iron heart to pity?

On, still on he rushes, and forever.

The proud bird, condor of the Andes,
That soars through heaven's unfathomable depths
And bathes his plumage in the thunder's home,
Furls his broad wings at nightfall and sinks to rest
upon his mountain crag.

But time the tomb builder knows not
The weight of flight nor weariness,
And night's deep darkness has no chains
To bind his rushing pinions.

—From "The Closing Year." Geo. D. Prentiss.

The poet Young in his "Night Thoughts" says:

We take no note of time but from its loss.
And then as if an angel spoke, we hear the solemn
sound—the death knell of our misspent hours.

In this New Year the editor of the RECORD and
each one of your officers extend hearty greetings, as
you step over its threshold.

As teachers we have much for which to be thank-
ful. Among them the things that remain, and are en-
during. Not the least of these are the things that
peculiarly attach to our profession.

We have or should have the love and confidence of
children. We are permitted intimately to enter into
the hearts of youth, to lessen their sorrows to mul-
tiply their joys, to enter the sanctum sanctorum from
which others are excluded.

It is ours to deal with mind and heart and soul and
to direct those processes through which noble man-
hood and womanhood are builded for the citizenship
of tomorrow.

In a peculiar sense we teachers are permitted to
live in the realm of the ideal—a beautiful realm.
Our imagination may clothe it with classic beauty

and beyond the far horizon of our spiritual vision
we may live in Arcadian groves and Elysian fields.
Tomorrow forever beckons us. We shall never possess
it in its maturity for the hem of its garment will
forever trail just beyond our reach. But because of
the culture which has come to us far beyond what
the masses enjoy we may lift ourselves out of the
sordid things of time and sense and live in a more
beautiful world and walk hand in hand with the great
of the world, who through past years have stood upon
the highway of truth sending their influences through
the darkness to awaken the dreaming and the dead.
These and many other intangibles we may take with
us along the paths of the New Year and as we reach
the higher levels of the New Year may all of us see
afar new peaks to climb and have the courage to
climb them ungiddy of their elevation. So with Tiny
Tim may we say "God bless you everyone" in 1941.

Observations

In our October issue was given a group of schools
recently accredited by the State Department.

Information has come to us of two more; the
Sedalia School of which Mrs. Beatrice Coles is prin-
cipal. It is given II-A rating.

In Bladen County the East Arcadia School of
which Mr. R. B. Tynes is principal is given a rating
of II-B.

* * *

The Library of the University of North Carolina
is preparing to bind, in book form for permanent
preservation, the eleven volumes of the NORTH CARO-
LINA TEACHERS RECORD.

They lack Volume 10, No. 4. I am asking for two
or three copies of this number, October, 1939. We are
willing to pay for same. Please send copies to this
office, 301 Carmel Street, Charlotte.

* * *

Again we call attention to the fact that a large
number of the splendid pictures of James Weldon
Johnson remain in stock. The editor must have over-
estimated the racial and patriotic pride of our teach-
ers in those of our group who have achieved great-
ness for us. We sing with gusto at most of our pub-
lic meetings:

"Lift every voice and sing
Till earth and heaven ring,
Ring with the harmonies of Liberty.
Let our rejoicing rise
High as the list'ning skies
Let it resound loud as the rolling seas."

But we won't pay ten cents for a picture of the
man who wrote that immortal anthem. We should
have asked fifty cents a copy for this fine picture.

* * *

As you know, the next meeting of the Association
will be at Greensboro as guests of the A. & T. College,
April 10th, 11th, and 12th, 1941. It is earnestly
hoped that all sectional officers prepare and send to the
executive secretary completed programs of their sec-
tions and sub-sections, not later than Saturday,
March 15th.

Most officers are meticulous in attending to this, but when even one section is late, we cannot go to press. To have an errorless printed program requires careful reading of proof and often correspondence. The program should be off the press a week before the meeting in order that copies may be sent to executive committeemen, heads of sections, and to invited guest speakers. Begin now on your part of the program. Let us have a good meeting. Our sixtieth annual meeting. There has never been a break.

* * * *

On January 9th the Legislative Committee of the State Teachers Association met with a similar committee of the N. C. Education Association.

Discussion of problems affecting both groups were freely entered into and matters peculiarly affecting colored teachers were also discussed.

The meeting was harmonious and the Negro teachers may be assured that the white teachers are in sympathy with them in the effort to secure just recognition during the present session of this legislative biennium.

The Legislative Committee of the Negro Teachers Association was represented by Dean James Taylor of N. C. College, Durham; Pres. J. W. Seabrook of Fayetteville Teachers College, Dr. N. H. Harris of Shaw University, Mrs. Rose D. Aggrey, president of the Association; President H. L. Trigg of State Teachers College, Elizabeth City, and Dr. G. E. Davis, Executive Secretary of the Association, who though not a member of the committee was invited to sit in with the committee.

* * * *

Mrs. E. W. Butler, chairman of the Physical Education Section, calls our attention to an error in naming the secretary of her section in the Directory printed in the October issue. The mistake was made in the report sent in by the recording secretary of the association as we put in officers as given at her desk.

The new secretary of that section is Mrs. Nina Cherry of Greenville, to whom we both make gracious apologies.

Neither bouquets nor brickbats have been thrown at us for some time:

However it is heartening to us to receive such encouragement as came to us in December from Miss Hunt of Worcester, Mass., long-time teacher of English in the Worcester High School. We quote from her letter written after reading the October issue of the RECORD.

"The magazine itself will compare with any of a similar purpose that I know.

"That article by Miss Albey on 'What Literature Can Do For Me' is well conceived, comprehensively treated, and detailed enough for guidance.

"The contributor, Miss Albey, has made a good survey." This from a white lady of cultured New England should make us duly humble, but proud of our magazine.

A letter from one of our own group who has given a lifetime in the work of education, is also highly prized.

"Permit me to thank you for the excellent page dedicated to the writer. Not only do I thank you, but

congratulate you on the superior work of the entire magazine—The RECORD.

* * * *

We quote also a letter from the Viking Press touching the article by Prof. Webster on James Weldon Johnson: "We were very much interested to see your article in the NORTH CAROLINA TEACHERS RECORD, and the fine attention which was given him by the reproduction of his photograph on the cover. We are entirely satisfied with your handling of the acknowledgement for the two poems. I think the editor deserves great credit for the make up of the Record." The Viking Press has control of Dr. Johnson's literary publications.

* * * *

The 100 per cent membership school at Ellerbe, included in this issue was omitted due to the fact that its principal recited the names of his teachers to our secretary, got his cards and receipt, but left no roster. At our district meeting at Reidsville, said principal came in for an explanation of omission. He soon recognized where the responsibility rested, and all is forgiven.

His records will go forward and we thank him for coming to us. His was receipt No. 2 given at Fayetteville.

District Meetings of the North Carolina Negro Teachers Association

The Western District held its sessions at the Winston-Salem Teachers College. The meeting was well attended in spite of inclement weather. The morning session was featured by the welcome address by President F. L. Atkins with a fitting response by Prof. J. E. Grigsby, principal of the Second Ward High School, Charlotte.

The Cappella Choir of the College rendered several selections.

The various sections of the association conducted sessions throughout the morning hours.

After a most excellent dinner in the college dining room the association assembled in the auditorium to hear several guest speakers.

The chief address was delivered by Doctor P. H. Gwynn, director of education at Davidson College. Mr. Rudolph Jones, of the National Youth Administration, also addressed the teachers.

The executive secretary of the parent body was present throughout the day to receive the annual membership dues. The amount collected was \$263.00.

* * * *

The Northeastern District, held its meeting in the Washington Colored High School, beginning the program promptly at 9 a.m., Saturday, November 9.

They printed as their goal 100 per cent representation in the association of all the counties in the district.

The day was propitious and probably the majority of the teachers of the district were present.

At the morning session Prof. W. R. Collins, principal of the Johnston County Training School, responded to the president's address of welcome.

Mr. Rudolph Jones representing the NYA, and Mr. H. F. Anton addressed the teachers in the first general session.

After being served to an excellent dinner, the association assembled at 2:30 to hear the principal speaker of the day, the president of the Fayetteville State Teachers College, Doctor J. W. Seabrook.

The officers of the State Association were accorded seats on the rostrum and were graciously presented by President Hayes. The collection of State membership dues amounted to \$343.00.

The Southeastern District held its sessions at New Bern in the West Street High School November 16th. The association was royally entertained by the people of the city. Dean MacRae, Fayetteville Teachers College, delivered the principal address. The attendance was large. The sectional meetings were intensely interesting. At the morning session visiting guests were introduced, and on behalf of the city and local teachers, cordial welcome was extended the superintendents of city and county schools.

Fitting response was made by Miss Ada G. Battle, supervisor of the Sampson County Colored Schools. The membership collection for the central association amounted to \$355.00.

* * * ■

Western District Association met at Reidsville in the Washington High School, December 14th.

The teachers were welcomed by Superintendent L. J. Perry of the city schools. Fitting response was made by Principal J. A. Tarpley of the Greensboro City Schools. Dr. Charlotte H. Brown was presented and spoke briefly. In the afternoon two able addresses were delivered; one by Dr. H. L. Trigg, president of the State Teachers College, Elizabeth City; the other by Dr. John H. Cook, Department of Education, N. C. College for Women, Greensboro.

The president of the District Association, Dr. L. E. Boyd, gave a strong address during the afternoon

session, setting out certain goals for the year. We hope to publish the address in full in a subsequent issue.

The executive secretary of the Central Association was given a place on the program and spoke briefly of his visits to the other three district meetings, and in concluding reported the collection for the day collected at the meeting of \$689.00. This is by far the largest amount ever collected at a district meeting. This in spite of a day of constant drizzling rain. While the task of visiting the four district meetings, distributed in widely separated areas was rather strenuous, nevertheless we greatly enjoyed meeting the teachers and renewing friendships that have grown stronger with the years.

Additions To Membership Roll For 1939-1940

The names below should have appeared in the Roll published in the October issue. Eight of these paid memberships after the roll was printed. The others were omitted because of the mortal fallibility of the human machine. In writing out five thousand three hundred names on a typewriter, inevitably some will escape the practiced eye.

Buncombe County—Mrs. Nellie R. Burford, Asheville.

Hertford County—Miss Dicie J. Hall, Winton.

Iredell County—Miss Genevive Reeves, Statesville; J. Q. Davidson, Statesville; Miss Addie Coble, Mooresville; Mrs. Margaret Cowell, Statesville; M. H. Harrington, Statesville; J. A. Ramseur, Mooresville; Mrs. Hattie Brooks, Mooresville; Mrs. Peola W. Morrison, Statesville.

Nash County—Mrs. Rena D. Avent, Nashville.

Richmond County—Mrs. C. M. Hodge, Rockingham; Mrs. Nettie Townsend, Rockingham.

Ellerbe School, S. B. T. Easterling, Mrs. H. U. Easterling, Miss A. A. Moore, Miss M. L. Norris, Miss A. B. Clarke, Miss D. E. Upperman, Mr. R. E. McIntire, Miss F. E. Golden, Miss M. D. Williams.

Washington County, At Large—Superintendent H. H. McLean, Washington County Schools.

OUR GROCERY STORE

(Continued from Page 7)

of the various products, their names and prices were posted. The mothers cooperated by opening their cans carefully in order that they might be used in the store. White sand was used for sugar, the weighing of which proved to be an unfailling source of delight to every child.

Important Correlations

Arithmetic—Making money, making change, counting money, taking inventory of the stock, weighing sugar, counting fruit by dozens, etc., measuring quart, pint, half-pint of milk, finding which products cost more.

Health—Special emphasis was placed on cleanliness as a requisite

to becoming the storekeeper. The storekeeper and store were kept immaculate. Unwrapped foods were kept covered. The importance of milk, eggs, fruit, vegetables and cereals to the diet was learned. Posters of foods for a good lunch, dinner and breakfast were made.

Art—Fruit and vegetables were made from clay and painted with poster paints. (Children learned to mix colors to make secondary colors.) Fruits and vegetables were cut from construction paper and used for a border during the unit. Pictures of the store, the grocer and of vegetables and fruits growing, were drawn.

Language—Letters were written to the manager of the store thanking him for allowing us to visit the

store. The children also wrote letters to another section of the second grade, inviting them to come and buy groceries from our store. Many stories were made by the children and placed on large sheets of newsprint. The children learned to use a dial telephone and to practice correct speech over it in ordering groceries from the store.

Music—Many songs were learned by the class about the source of food and the grocery store. One little girl composed the words and tune to a simple song.

How the activity culminated:

Letters were written to parents inviting them to come and visit the room and see the store. The charts were read, goods were

bought and sold. All art and written work was on display in the room.

Songs to teach children:

1. Oats, Peas, Beans and Barley Grow.

2. Gratitude—Music Hour I, pp. 12.

3. Where We Get Our Bread—Music Hour I, pp. 52.

4. The Grocery Store—Judith Clark.

5. Playing Store—Universal Sc. Mus. Series I, pp. 77.

6. Animal Crackers—Music Hour I, pp. 41.

7. Bread and Butter—E. Gordon Brown.

8. To Market, To Market—Mother Goose.

9. The Farmer in the Dell.

Poems to read to children:

1. A Fairy Went a Marketing—Rose Fyleman.

2. To Market, To Market—Mother Goose.

3. Potatoes—Edward Verrell Lucas.

4. Animal Crackers—Christopher Marley.

5. A Tea Party—Kate Greenaway.

6. The Sugar Plum Tree—Eugene Field.

7. A Farmer Went Riding—Old Folk Rhyme.

8. The Cow—Robt. L. Stevenson.

Bibliography

Teachers:

Our Cereal Grains—Nellie B. Allen.

The Foods We Eat—Frank Carpenter.

Home and Community Life—Gertrude Hartman.

Story of Foods—Jane Dale.

Five Peas in a Pod—Traditional.

Children:

To Market We Go—Jane Willes.

Jimmy the Groceryman—Jane Miller.

Tom and Betty Primer—pp. 99-100—E. M. Balenius.

Story Pictures of Farm Work—John Beaty.

Grandfather's Farm—Healen S. Read.

The Gingerbread Boy.

The Little Red Hen—Elson Readers I, pp. 144-149.

The Sand Box—Elson Primer, pp. 45-49.

Nick and Dick—Gates, Baker, Pearden, pp. 20-27.

Proposed Tentative Requirements for Master Teachers Certificates

For North Carolina Teachers

By J. E. HILLMAN

State Department of Certification

A. SECONDARY SCHOOL TEACHER:

Minimum requirements for this certificate shall be:

1. Hold Class A Teacher's Certificate.

2. Have at least five years' teaching experience.

3. Have credit for at least thirty semester hours beyond the Class A Teacher's Certificate. This credit shall include:

a. Subject matter in his certificate fields, 12 S. H.

b. Education (philosophy, principles, curriculum psychology, etc., 6 S. H.

c. Electives, 12 S. H.

The electives may not include any credit which was used to add teaching subjects to the original certificate. They should provide opportunity for eradicating weaknesses in professional equipment, general education, (a and b) and for developing proper citizenship and personality traits. In brief, these electives should help to compete a well-rounded individual.

4. Recommendation from the local superintendent under whom then employed and for whom the applicant has worked for at least three years. As judged by the superintendent, the applicant should stand in the upper five per cent of the teachers working under his supervision on such points as:

Personality.

Teaching gifts or powers.

Intellectual interests.

Stability of character.

Civic attitudes.

General leadership qualities.

5. Successfully pass an examination administered by a specially created board or committee. The examination would be conducted at regularly fixed dates and all applicants would present themselves in person.

B. ELEMENTARY SCHOOL TEACHER:

The requirements for this certificate shall be:

1. Same as for the secondary school.

2. Same as for the secondary school.

3. Have credit for at least thirty semester hours beyond the Class A teacher's certificate. This credit shall include:

a. Academic credit, 12 S. H.

This shall include subject matter in those fields in which there are manifest weaknesses in the equipment of the individual as well as subject matter that would further strengthen points already strong.

b. Education (philosophy, principles, curriculum, psychology, etc., 6 S. H.

c. Electives, 12 S. H.

These electives should add to the general culture of the applicant and help to make him a well rounded, fully developed citizen.

4. Same as for the secondary school.

5. Same as for the secondary school.

Teacher's Daily Report

By MILDRED MARTIN HILL
Whitted School, Durham

Principal, please note:

One boy is dropped from The roll today.

No, he will not return; He is permanently away.

A rotund, sun-tanned boy,
Filled with youthful glee,
Who often teased his classmates
And even mimicked me
Is not here today.

Just yesterday, he sat there
And with childish pout
Did fret; lest I kept the class
A moment after school was out.

Then thrilling with the joy
Of being out of school,
He went skating—broke
His safety rule: for into
The street on daring feet he went
And there his little gay soul
From his body was rent.

Music As a Means of Promoting and Preserving Democracy

By NOAH F. RYDER

Winston-Salem Teachers College



FORMS of government are maintained either by force of arms or by approval of the people governed. Governments which exist by force of arms are always doomed to eventual overthrow, but those which are sanctioned and approved by the people being governed have a foundation much more stable, and better able to cope with changing trends in public opinion. We are fortunate in living in a democracy such as ours, but we must not live like ostriches, oblivious to all that is going on around us. Nazism, fascism, communism, and other "isms" which are contrary to our democratic way of living, are very active in creating, distributing, and promoting propaganda aimed to uproot the very foundations of our democracy. We have no ministry of propaganda, but it is living in a fool's paradise to ignore foreign propaganda and sit idly by, content with our own lot and unmindful of trends in others.

Music can easily be developed into an important factor in creating and maintaining a consciousness and pride in our democracy. We Americans are intensely "music conscious." Most of us either sing, whistle, or play some kind of an instrument, and those who do none of those things creditably probably fall in the same classification as a friend of mine who concedes that almost everybody is a better musician than he, but insists that nobody is a better listener than he. Likewise, most of us turn the radio on early in the morning, and it plays practically all day long and far into the night.

Therefore, since we are all so "music conscious," we can help democracy by seeing to it that a good portion of our music is of such a kind as to encourage and promote pride in our democratic

way of living. A child sings the songs which he hears, and a young mind is very much influenced by the sentiments of the songs he knows. Therefore, let us use many patriotic songs in our schools, and songs which promote democratic ideals. The story behind the composing of patriotic songs is generally of much interest. Most of you are familiar with the Twice 55 Community Song Books. There are plenty of explanatory remarks written just above most of the songs, but quite often it never occurs to the teacher that those remarks are worth reading.

This use of patriotic songs in the schools with a definite purpose in mind might sound rather boring to some of you, but if you will take a moment to review the materials used in most schools, you will see that this type of music is already largely used. It is merely necessary to put a clearer understanding of the song to the children, and arouse in them a consciousness of the meaning and sentiment in the songs which they sing. It is most alarming how teachers will allow children to sing glibly through songs of which the student has very little idea of the meaning of the text. I say it is most alarming, because so often this type of performance demonstrates all too clearly the fact that the teacher herself does not fully understand a passage which she has attempted to teach the student. Returning to the matter of materials (music) in general use in the schools, I would estimate (without benefit of research) that at least 80 per cent of the schools use the following songs at some time or other:

"Star Spangled Banner"

"America"

"O, Beautiful For Spacious Skies"

"Columbia, the Gem of the Ocean"

"Tramp, Tramp, Tramp the Boys Are Marching"
"When Johnny Comes Marching Home"

All of those songs are of an intensely patriotic nature, and there are many others like them. At least one patriotic song should be sung daily. Some of you might say, "My children know only three or four of the patriotic songs, and it would become terribly monotonous having to use those songs all the time." To that, I say, alternate the use of those songs which you already know, and be learning new ones in the meantime. I am aware of the fact that many of our schools have no music teachers for such work. For these schools I suggest that the principal or some other teacher designated by him, decide which songs are to be learned during some designated period of time, so that all students will learn the same songs for assembly use. Do not neglect our patriotic songs in favor of the "Negro National Anthem." Some schools use it practically every day. It is a fine thing to develop racial pride, for, though we have come a long way, we still have a long way to go. Some negroes refuse to sing the Negro National Anthem. They contend that there is no Negro nation, and that our only true national anthem is "The Star Spangled Banner." I believe that the Negro National Anthem is a great thing for arousing race pride and uniting our people, but again I say we must not be content with ourselves and unmindful of activities around us. Take a lesson from the Jewish misfortunes of the past year. The Jews were in bondage much longer than we were; they have been out of bondage much longer than we have; they have reached much higher positions of importance economically and politically than we; and now, in Europe they have been

thrust into a status much worse than bondage on the mere pretext that they lacked true patriotism and were a mentally and physically inferior race. The last few phrases of our Negro National Anthem say—

"May we forever stand
True to our God, true to our
native land."

We must be the best of patriots. We must not be content with enjoying the fruits of our democracy but we must arouse and maintain in our people a passion of love for this democracy, and a fervor of patriotism that will make us participate more fully in the civic and political life of our country; a patriotism which will make us turn deaf ears to those propagandists who would attempt to induce us to join them in undermining our democracy.

The classroom music period should be divided into periods of listening and participation. It should be constantly borne in mind that the chief aim of music classes in the schools should be to enlarge and to develop the students' ability to experience joy through the medium of music. Therefore, we must strive to present the theoretical and technical side of the music lesson in as appealing a manner as possible. Chief emphasis during the participation period should be placed upon actual singing. Unfortunately, it is impossible to learn to sing by reading a book on singing. One must actually open the mouth, take a deep breath, and sing. We do not expect to find artistic singing in the public school music classes, but it is certainly reasonable to expect every teacher to have his or her class sing with good diction, soft and round tones, and intelligent interpretation based upon a knowledge of the meaning of the text of the song. Other aims should be:

1. To enlarge the child's personal repertoire.

2. To teach the child to sing by notes, so that he or she will be able more easily to learn other songs, both in and out of the classroom.

In building the child's personal repertoire we can give democracy a boost by using the songs which build up good impressions of our democratic society. Such songs do

not all have to be patriotic in nature, for songs which express the happiness of a contented people are also very good. I disagree with those music educators who contend that "swing" and "blues" have a place in school music. I do not say this in a prejudiced manner, for my music experience includes eight years with dance orchestras, an experience which I enjoyed to the utmost. However, I fail to see where "Limehouse Blues," "Jumping Jive," "Doug the Jitterbug," and other songs of that type have anything of teaching value which we could not find in much more suitable form and with much less distraction for the class. Likewise, I must again remind you that intelligent interpretation is to a large degree based upon an understanding of the text content, and I do not believe that even Cab Calloway can translate "hep, hep, skee bop de vodo" into English. On the other hand, there are many sentimental popular songs which the teacher can very well afford to use, especially since the students like them so well. I remember about ten years ago having heard a minister take the then popular song, "Blue Heaven," and preach a beautiful sermon on home life. Some of you will recall the words:

"Just Molly and me, and baby
makes three,

We're happy in my blue heaven."

It is said that the songs of a people mirror their outlook on life. If that be so, how beautiful it is that in our democracy our people sing such songs as "Smiling Through," "By the Bend of the River," "Down By the Old Mill Stream," "A Little Brown Bird Singing," and the Stephen Foster songs such as "Swanee River," "I Dream of Jeannie," etc. We must teach our children more songs of contentment and happiness. When a good popular song of the right type comes along, songs like "Blue Heaven," "Shoe Shine Boy," "Just a Kid Named Joe," "Old Folks," etc., be wise enough to use it judiciously, being careful not to allow emotional "Rowdyism" to spoil the better sentiment of the song.

Now let us move on to the listening (or appreciation) period. In this part of the lesson period the aim should be to develop and enlarge the students' capacity for enjoying music of the better type.

Here again I must caution the teacher not to overlook the value of certain popular songs which are based on classic themes, such as the following:

"My Reverie"—based on Debussy's composition.

"My Twilight Dream"—based on Chopin's Nocturne.

"Moon Love"—based on the Andante from Tchaikowsky's Fifth Symphony.

"Our Love"—also based on a Tchaikowsky theme.

We are much too quick to complain about the distortions to the classic melodies, little realizing that these popularized versions of the themes make it enjoyable now for many more people to listen to the original classics. Many people are so blest that they enjoy all types of music whether they understand it or not, but the large majority of ordinary people enjoy music directly in proportion to their understanding of it. Therefore, use every possible legitimate means at your disposal to familiarize the students with the themes of the better known compositions. It is a remarkable thing that the majority of good music is religious or patriotic in character, and it is a well-known fact that our democracy which guarantees religious freedom to all people is based on Christian conceptions of liberty and justice to all men. Therefore, in presenting this music to the students, bring out the religious and patriotic characteristics of the material. The recording companies (Victor, Brunswick, etc.) are so anxious to sell their records that they have carefully compiled books with all necessary information concerning the numbers which they have recorded. They have even gone so far as to actually write out in detail the individual lessons for the teacher. These books cost very little, and in some instances they are furnished free with record purchases.

In conclusion, since music is such an ever present thing in our lives, let's teach our children to enjoy and appreciate the best music, and let a good portion our school music be of such a type as will awaken and maintain in our people a consciousness and pride in our form of government and in our Democratic way of living.

A Point of View For Adult Education In the United States

By JOHN G. TURNER, M.A. and ALBERTA B. TURNER, Ph.D.

Division Social Sciences, Bennett College



IN our democratic society where we are free to a certain extent in our way of action, where we direct our lives more or less by choice, there exists a need of educating American adults to think for themselves on vital socio-economic issues in order that they may live and plan a more abundant life. What we mean by the abundant life is the fact of enjoying by way of freedom, all those civic virtues that our constitution paves the way for in this democratic society. The ideal of this democracy is that every one might live in a richer, happier, fuller and more progressive manner that is accessible to each individual in America. This living the abundant life calls for an understanding of man's relation to his fellowman in society where living is so interdependent in character. It might be said further that we live not as separate individuals distinct from one another in this world, but as neighbors and helpmates. However, this abundant life is optional with the individual, he is free to accept or reject this fullness of life. We think that in this manner of living the abundant life, the Ideals of 1776, according to John W. Studebaker,¹ might be met in carrying to a firm realization of what our forefathers meant when they declared their independence from Great Britain: "That all men are created equal; they are endowed by their Creator with certain inalienable rights; among these are life, liberty and the pursuit of happiness. To secure those rights, governments are instituted among men, deriving their just powers from the consent of the governed; that whenever any form of government becomes destructive of those ends, it is the right of the people to alter or to abolish it."

However, to live this abundant life does not imply the overthrow of the existing social order nor does it mean to change our democratic ideal as expressed today in the Republican form of government. The problem of the educator then, is to attempt to make the exercise of this freedom possible at all times when it is to the best advantage of society. Only in this manner of expressive liberalism of each individual is democracy at work.

Dictatorship presupposes a high degree of public confidence in the central authority and a willingness to follow policies which others decide. In a democracy it is assumed that the major policies of a nation will be developed through the formal or informal expression of public opinion. Again according to Studebaker, "We must extend the facilities for public education on public problems for youth and adults and thus strengthen the very foundation of majority rule which is civic enlightenment."² You will note that in the countries where democracy is most virile and the possibility of success for dictatorship is most remote—countries like Sweden and Denmark (prior to the invasion of Herr Hitler)—the educational base is both broad and vital. This education is not merely cultural or vocational. It is concerned with "the pursuit of happiness" through democratic processes. Such educational programs are founded upon the proposition that democratic action must come from mass understanding of the problems the people face as citizens.

The assumption in democracy is that the people shall be free to direct that "pursuit of happiness" for themselves. H. B. Alberty,³ comments as follows: "Democracy is regarded not primarily as a form of government, but rather as a

constantly changing form of social organization which seeks to promote the 'fullest possible attainment of personal potentialities' through intelligent interaction between the individual and the social group. It is thus a complete way of life which achieves its purposes largely through the sharing in common purposes and ends." If the democratic social organization through which that great human pursuit of well-being is carried forward fails to provide an educational base broad enough and vital enough to assure reasonably intelligent social action so that the masses actually capture a fair degree of happiness for all, democracy can not survive. Democracy more than any other form of social organization requires a mass educational system for its perpetuation. Not only that, but it also requires an educational process which fits the social organization and contributes to its stability and growth.⁴

Some say that in an enlightened country like America where almost every one has had the benefit of a common school education (with the exception of some 12,000,000 classed as illiterates) and where the proportion of high school and college graduates is rapidly increasing why should adult education be in demand? For the very reason that America is an enlightened country. In most European countries the thinking, managing, governing functions are in the hands of a few. The masses live by tradition which assures a certain consistency of life. In vital matters the choices are foreordained. We, in the United States on the other hand, have no binding traditions, direct our lives by choice more or less free, more rational.

It is far more difficult to live by

² *Op. cit.*, p. 116.

³ Science Report of the Progressive Education Association, 1938.

⁴ J. W. Studebaker, "Education for Democracy," U. S. Office of Education, *Bulletin No. 6*, p. 10.

¹ *Plain Talk*, p. 20.

reason than by tradition. To live rational lives successfully we need better trained minds that are kept continually fit by systematic exercise. This need is the real driving force behind the demand for adult education.

Many never reach commencement—those who do, seldom understand the significance of the word.

A chasm has opened between school education and adult education. Many believe the latter refers to that process of making illiterates literate and foreigners American—or to continuation, part time or vocational education in the restricted meaning.

A program of adult education is concerned with all who are sixteen or more years of age regardless of conditions, credits, credentials, or careers. It proposes a way for all to begin where they are and educate themselves by using the opportunities afforded through the adult education program. Experience has shown that most people want and need enrichment and cultural advantages. "Personal Enrichment" is a much better term than "adult education." Most people do not care to be called adults and many do not appreciate undergoing a process of education—there are too many unpleasant remembrances of half-work, poor work, or wasted time carried over from school days of a generation ago.

To some the term, adult education, may suggest that somehow we are belated and are trying to make up for it. However, one does not attend a concert with a view to make up something he has missed. The experience of the concert is not education in the sense of preparation for life. It is life itself, a rich draft of it. The more one has enjoyed music in the past the more insistent the need for it in the present.

Exactly the same thing is true of a good lecture, a good discussion or an adult education class. It is life itself, not preparation for life. It is something one needs constantly. It is worth any adult's time, after a number of busy years of adjustment to his ordinary vocation, to rework thoroughly his conceptions of himself and his fellowmen.

Some things can undoubtedly be fixed and stored by an early education; the quantity is unfortunately inadequate. The major things of the mind and of culture must be supplied continually with life. If we neglect the adult in our education system, we neglect the harvest like a negligent farmer who sows hopefully each year but goes fishing in the reaping season.

Modern life grows steadily more complicated making continually higher demands on the stock of intelligence. It follows that either we shall "sit tight" while the majority of civilization proceeds at an accelerating speed without adequate intelligence at the steering wheel, or we shall undertake seriously to build up the general intelligence through a comprehensive program of adult education. The adult education movement shall create intellectual cooperation in the place of unthinking animosities between individuals, classes, nationalities and races.

It is expected that adult education while not a panacea for all our ills, will give these individuals who desire a general review of academic subjects the opportunity that they have been unable to have because of the pressure of business and other interests.

Oppenheimer, in his article, "Relation of Adult Education to the Reconstruction of the Major Social Institutions,"⁵ lists five points that are very essential to a fuller understanding of our problem at issue. First, the idea that education is coterminous with living must be accepted. Second, society must provide for making situations educational in character, providing for unhampered collection and dissemination of knowledge, and of providing adequate means of securing competent teachers. Third, the profession of education must assume leadership in this field, but at the same time must be willing to cooperate with all other agencies desiring to promote education in any social institution. Fourth, every effort should be made to encourage scientific research in the fields of social institutions. And fifth, educators must support all efforts to bring about rational planning of the whole of our social life in the

best interests of the democratic idea.

Some of the values of adult education to the community at large are as follows:

(1) Men and women can learn. We believed it. Thorndike proved it.⁶

(2) Proper outlet for leisure time has become a natural problem. Popular extension education; free adult education provides part of the answer.

(3) The average citizen uses a five percent of his native ability of hand and mind. It is time that the latent 95 per cent were developed.

(4) When a tree stops growing, it is ripe and ready for the ax—trees and men are alike in this respect. But a man can be kept growing and should be.

(5) Adult education will make the individual produce more while he lives and keep him alive and living longer—a wise economy these days.

(6) New and wider interests, new skills, new contacts are vital to pleasure and growth. Adult education provides these and thereby adds another reason for being included in the list of community welfare agents.

(7) Much of the sadness in life comes through poor adjustment of individuals. It is the business of adult education to make better adjustments.

(8) Adult education, particularly "homemaking," promotes thrift, makes happier families. The home is the unit of our civic and natural life. It should be encouraged.⁷

Summary and Conclusions

Progressive education is noted in the operation of a program of adult education or education of a continued type for adults where the individuals have the greatest

⁶ Perhaps one of the most interesting discoveries that took adult education in this country out of the lethargy into which it had fallen, was the discovery of Thorndike that adults could learn and that age is no deterrent to learning. This discovery revolutionized our thinking on education for adults in an informal manner. Further he states: "The acme of ability to learn is located probably at some point between 20 and 25, and that this ability declines only about 13 to 15 per cent for a representative group of abilities up to age 42. Furthermore, ages 25 to 42 are superior to childhood, and equal or superior to early adolescence (14-18), in general ability to learn." "At about 55," Thorndike says, "the net result of changes in general energy, interest in one's work, and ability to improve is a regression in achievement. The diminution in learning ability from 25 to 55 is not sufficient to make any appreciable difference in learning, provided the individual wants to learn." *Adult Learning*. New York: Macmillan Company, 1928, p. 131-147.

⁵ National Education Association, Department of Superintendence, *Official Report*, 1933, p. 245.

⁷ One of the fourteen points as listed by the *Policies Commission of the N. E. A.*, as previously cited, p. 11.

opportunity of freedom and growth through cooperative planning.

Adults should be educated in their opinions to such an extent that school problems (if the school undertakes the problem of adult education) can be better understood by them.

Adult education should be a vital part of any public school enterprise. Education does not cease; it is a continued process from the cradle-to-the-grave.

The shorter work day and work week will force many people from

industry into hours of leisure. It will be the place of adult education as a part of the program of any social institution in the community to provide wholesome activity and cooperative thought on individual social and economic problems.

The public school to the writer's way of reasoning, should be a community social service center for all the inhabitants of the locality; for men and boys, women and girls leading to their living a more abundant life. The school should coordinate its work with other social

agencies in serving human needs. "The school by reason of its own necessary limitations of function, often serves as an agency for coordinating the necessary health, welfare, recreation and other social services. If this is to be done effectively the school must rely not only on its own budget and personnel, but must also cooperate fully and intelligently with the many other agencies in and of society that are directly involved."⁸

⁸ One of the fourteen points as listed by the Policies Commission of the N. E. A., previously cited, p. 8.

Silence

Let me know one hour of real silence!
Let my soul take off its tinted mask,
And for a space, without pretence or gesture,
View itself with piercing eyes of truth.
Let me glimpse the beauty born of silence,
The still of night brings on the purple dawn.
Peaceful winter—after that the springtime.
Even after death itself, new life.

Could I but feel the dignity of quiet,
And let some noble thought take form in me,
Could I but free my soul and for one short hour
Into silence—deep as eternity,
Then I would know why God speaks in a still voice!
And I would know how meditation came to be!

—CAROLINE KITT DRAKE.

Leisure

There are four main uses of leisure.

The first is idleness; the second is entertainment; the third is physical recreation; and the fourth intellectual improvement.

By what men do with their leisure we must judge to what extent civilization has been a success.

A fly and a flea in a flue
Were imprisoned, so what could they do?
Said the fly, "Let us flee!"
"Let us fly!" said the flea,
So they flew through a flaw in the flue.

Wild Azalea

By CAROLINE KITT DRAKE

Department of Music and English, C. G. White High School, Powellsville

If I could be a forest-flower
Bobbing for joy in a April shower,
Delicate queen in my sylvan bower,
I'd be a wild azalea.

If I could shun all flower gardens
With old maids and gardeners as my wardens,
Poking and plucking before my stem hardens,
I'd be a wild azalea.

If I could be the queen of spring,
Wild with life, no voice to sing
With the lark who cools my face with her wing,
I'd be a wild azalea!

—CAROLINE KITT DRAKE.

White Boy

Go on, white boy!
I ain't got no use fo' yo'
Yo' call me up heah to play wid yo',
And yo' got dis otheh white boy heah.

Dere yo' go—makin' fun an' turn-in' up yo' nose.

How come yo' play good by ouah self

An' ever time dis heah white boy come

'Roun' ter dis yer ya'd, yo' turns on me?

Das all right, white boy, das all right.

I jes' b'lieve yo' don' know no bettah.

I ain' mad wid yo'.—I ain' mad.
I'll come back oveh heah agin dis evenin'.

Call me, Heah, white boy?
(White folks sho is 'culiah.
Unh unh.)

—CAROLINE KITT DRAKE.

My Schoolroom

I have a little household
Where tiny girls and boys
May bring to me their troubles,
And share their little joys;
Where I may be their mother
For five long golden hours,
And love and serve and teach them.
With all my humble powers.

I have a little army
To lead along the way
Where Knowledge, Truth and Beauty
Are shining day by day;
And I must be the captain,
My sword must be a prayer,
Lest any harm befall them—
The soldiers in my care.

I have a little kingdom
Where love plays such a part,
That all the tiny subjects
Are rulers of my heart;
Yet every little despot
Is loyal to the core,
And where is there a monarch
Who could ask for more?

—Frances C. Duggan, Odem.

Mixing 'Em Up

The preacher had been advised by one member of his congregation to preach the old-timey gospel, and by another to be broad-minded, so he mixed 'em up as follows:

"Unless you repent (in a measure) and are saved (so to speak) you are (I regret to state) in danger of hell fire (to a certain extent)."

"Snake Snacks" produced by Floridian Products Corporation, are made by seasoning and smoking rattlesnake meat over a hickory fire.

Local Units Representing 100% Membership

The following Schools and Counties are registered 100 per cent for 1939-1940, as indicated on Roster Sheets in this office. If there be others entitled to such registration, who failed to so indicate on sheets sent in, we shall be glad to register and print them in the March issue.—Editor.

ALAMANCE COUNTY

County Unit
Alamance County Training School
Jordan-Sellers, Burlington

ANSON COUNTY

Anson County Training School,
Wadesboro
Deep Creek Junior High School
Polkton Junior High School
Henry Grove High School

BEAUFORT COUNTY

Belhaven School
Aurora Graded School
Pantego High School
Washington City High School
Washington Administrative Unit

BERTIE COUNTY

Kelford Elementary School
C. G. White High School

BLADEN COUNTY

Bladen County Unit

BRUNSWICK COUNTY

County Training School, South-
port
Brunswick County Unit

BUNCOMBE COUNTY

Buncombe County Teachers Asso-
ciation

BURKE COUNTY

Olive Hill High School, Morganton

JACKSON COUNTY

Sylva High School

CABARRUS COUNTY

Logan High School, Concord
Centerview High School, Kan-
napolis

CALDWELL COUNTY

Lenoir City Unit

CAMDEN COUNTY

Rosenwald School, South Mills

CARTERET COUNTY

Carteret County, including More-
head City and Beaufort

CASWELL COUNTY

Caswell County, all schools

CATAWBA COUNTY

Ridgeview High School, Hickory
Newton, Conover

CHATHAM COUNTY

Chatham County Training School,
Siler City
Horton High School, Pittsboro

CHOWAN COUNTY

Edenton High School

CLEVELAND COUNTY

Davidson School, Kings Mountain
Douglass High School, Lawndale
Cleveland High School, Shelby

Craven County

West Street High School, New
Bern
Craven County Unit

CUMBERLAND COUNTY

Fayetteville Teachers College
Annie Chestnut High School
Cumberland County Unit
Edward Evans School
Newbold Training School
E. E. Smith High School

CURRITUCK COUNTY

County Training School, Snowden
County Elementary Schools

DAVIDSON COUNTY

Church Street School, Thomasville
Petersville School
Southmount School
New Jersey School
Union Chapel

DUPLIN COUNTY

Duplin County Unit, all schools

DURHAM COUNTY

Jas. A. Whitted School
East End School
Hillside Park School
North Carolina College
Walltown School
Hicktown
Person Elementary School
Burton Elementary School
Lyon Park School

EDGECOMBE-NASH COUNTIES

Rocky Mount Schools
Booker T. Washington
Lincoln
O. R. Pope
Annie Holland

EDGECOMBE COUNTY

Tarboro Local Unit
Edgecombe County Unit

FORSYTH COUNTY

Kimberly Park School
Woodland Avenue School
Columbian Heights Elementary
School
Winston-Salem Teachers College
Atkins High School
Columbian Heights Primary
School
Fourteenth Street School
Carver High School

GASTON COUNTY

Cherryville Administrative Unit
Gaston County Unit
Highland High School, Gastonia
Reid High School, Belmont
Bessemer City Junior High School

GATES COUNTY

Gates County Training School

GRANVILLE COUNTY

Orange Street School, Oxford
Mary Potter School, Oxford
Oxford Orphanage

GREENE COUNTY

County Training School, Snow
Hill

GUILFORD COUNTY

Greensboro Schools
Dudley High
J. C. Price
Washington Grammar
Washington Primary
Jonesboro School
Terra Cotta School
Jacksonville School
Charles H. Moore School
Leonard Street School, High
Point
William Penn High School
Palmer Memorial, Sedalia
Fairview Elementary, High Point
A. and T. College

HALIFAX COUNTY

County Training School, Weldon
Halifax County Unit
Enfield Graded School
White Oak School

HARNETT COUNTY

Shawlawm High School
Harnett County Unit

HENDERSON COUNTY

Henderson City Unit

HERTFORD COUNTY

Waters Training School, Winton
Ahoskie Colored High School
Murfreesboro—Como Unit
Ahoskie District Unit

HOKE COUNTY

Hoke County Unit
Upchurch High School

HYDE COUNTY

Swan Quarter School
Hyde County Training School,
Scranton

IREDELL COUNTY

Morningside High School
Iredell County Unit

JOHNSTON COUNTY

Short Journey
Four Oaks School
Johnston County Training School
Richard B. Harrison School

JONES COUNTY

Trenton

LEE COUNTY

Lee County Teachers Association

LENOIR COUNTY

Kinston City Unit

LINCOLN COUNTY

Lincoln County Teachers Associa-
tion

MACON COUNTY

Macon County Unit

MARTIN COUNTY

Williamston High School
Parmele Training School
Martin County Unit

McDOWELL COUNTY

Marion (Hudgins) High School

MECKLENBURG COUNTY

Charlotte City Unit
Mecklenburg County Teachers
Association

MOORE COUNTY

Aberdeen School District
Greenville School, Cameron
West Southern Pines High School
Vineland-West End School
Pinckney High School, Carthage

MONTGOMERY COUNTY

Peabody Academy, Troy

NASH COUNTY

Nash County Training School

NEW HANOVER COUNTY

Williston Industrial School
New Hanover Rural Schools
Peabody School
Williston Primary School

ONSLOW COUNTY

Georgetown High School
Onslow County Unit

ORANGE COUNTY

Orange County Training School,
Hillsboro

PAMLICO COUNTY

Training School, Bayboro
Pamlico County Unit

PENDER COUNTY

Burgaw High School
Pender County Training School
Pender County Unit

PERQUIMANS COUNTY

Hertford High School
County Training School, Winfall
County Rural Schools

PERSON COUNTY

County Training School, Roxboro
County Unit

PITT COUNTY

Greenville City Schools
Pitt County Schools

POLK COUNTY

Polk County Rural Schools
Tryon City School

RICHMOND COUNTY

Hoffman School
Capital Highway High School
Rockingham High School

ROBESON COUNTY

St. Paul High School
Rosenwald School, Fairmont
Holly Branch School, Lumberton
Lumberton City School
Redstone High School
Robeson County Training School,
Maxton
Red Springs High School

ROCKINGHAM COUNTY

Douglass High School, Leaksville
Washington High School, Reids-
ville

ROWAN COUNTY

Lincoln School
Price High School
Monroe Street School
Livingstone College
Rowan County Schools

RUTHERFORD COUNTY

Grahamtown School, Forest City
New Hope School, Rutherfordton
Sampson County
Clinton Schools
Sampson County Unit

SURRY COUNTY

Mt. Airy Schools

VANCE COUNTY

Vance County Unit
Central Graded School

WAKE COUNTY

Raleigh City Schools
Garner High School
Apex Elementary School
Berry O'Kelly School
DuBois High School, Wake Forest

WARREN COUNTY

Jno. R. Hawkins High School,
Warrenton
County Training School, Wise

WAYNE COUNTY

Goldsboro Teachers Association
Carver High School, Mount Olive
Fremont Elementary School
Dudley Jr. High School

WASHINGTON COUNTY

Plymouth High School
Marratock School
Brooks School
Deep Bottom School
Roper High School
Macedonia School
Mt. Delane School
Backwoods School
Soundside School
Creswell High School
Cherry School
Pritchett School

WILSON COUNTY

County Rural Schools
Vick Elementary School, Wilson
Sallie Barbour School, Wilson
Charles Darden High School

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To Ethiopia



Oh give me a kindly hand
When I am pressed,
'Tis more than wealth and land
Or all possessed.

Oh give me a loving word,
When all is dark,
When the depths of my soul are stirred
Like a beat'n bark.

All flesh is born of God;
Regard it such,
And when the tongue would prod
Thine own faults touch.

Hours, years and days have I wandered
Few ventured a smile:
One Voice with eloquence whispered,
"Wait awhile."

I'm not born of despair,
My strength is hope
'Neath the veil of doubt and fear
I onward grope.

God rules the universe,
And He is just,
Though clouds do not disperse,
Believe I must.

For clouds are doomed to fall
Darkness to end:
And blessings attend them all;
Each is a friend.

Ethiopia, Look above
Him trust and know;
Thy problems He will solve
His age moves slow.

JOHN WALTER PAISLEY, Principal
Columbian Heights School,
Winston-Salem.



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301 Carmel St., Charlotte, N. C.

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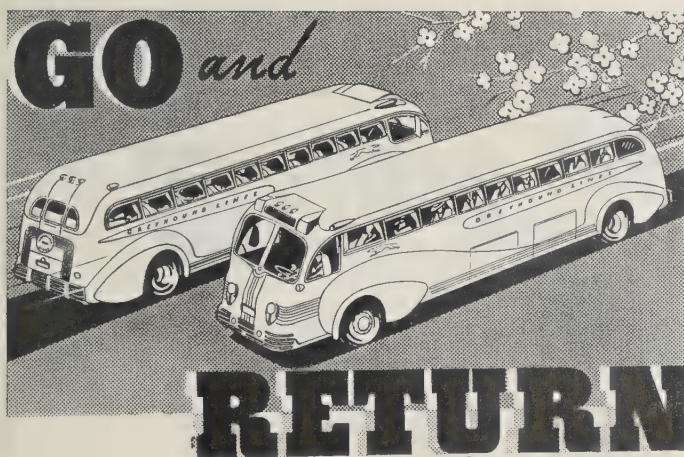
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North Carolina Teachers Record

OFFICIAL PUBLICATION of the NORTH CAROLINA NEGRO TEACHERS ASSOCIATION

VOLUME XII

MARCH, 1941

NUMBER 2

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G. E. DAVIS, 301 Carmel St., Charlotte, N. C.

Announcement of the Annual State-Wide French Contest for April 15th

By MARY R. PERRIN

Franklin County Training School, Louisburg, N. C.



THE Foreign Language Department of the State Teachers' Association announces its annual State-wide French Contest which will take place April 15, 1941. All high school French departments throughout the State are invited to participate.

The contest will be governed by the general and special regulations which appear below:

I. General Regulations

1. The language sections of the State Teachers' Association will conduct on April 15, 1941, with the cooperation of participating high schools, a French contest being open to all North Carolina high schools.

2. The school officials whose schools plan to enter the contest should notify Dr. J. J. Adam, French Department, Charlotte, N. C., by April 8th, regarding the number of pupils whom they will have to enter.

3. The contest will be conducted in all cases under the direct supervision of high school principals or French teachers in the schools.

4. No student who has already been graduated from a high school shall be eligible to participate in the academic contests.

5. It is necessary for all students to be regularly enrolled in their high schools at the time of their participation in the contest.

6. The tests will be forwarded from Charlotte to the individual schools in sealed envelopes, which are not to be opened until the time when the examination is given.

7. It will be necessary in each case that the individual student give a pledge stating that no help has been given or received on the test. This pledge must be written

on the test paper by the student and signed by him.

8. Principals or teachers in charge of the contest will give assurance to the committee in charge that the contest has been properly conducted and that all of the regulations and conditions pertaining to the contest have been observed.

II. Special Regulations

1. The high school French contest is intended only for students in second year French who have had no special advantage nor private instruction in the language.

2. The scope of the contest will include: (1) a vocabulary test, (2) the conjugation of several representative verbs, (3) the composing of French sentences illustrating different grammatical points, and (4) a reading test.

3. The answers to the test questions must be written in *ink*. Tests written in pencil will be discarded.

4. The individual school will select the best three papers from the total of papers submitted in the local contest and will send these three papers to Dr. J. J. Adam, French Department, Johnson University, Charlotte, N. C., by April 18th, 1941. The French teacher is expected to score and record the number of errors in each paper which is sent to Charlotte.

5. The papers from the various high schools will be graded by Dr. Adam. Announcement will be made of the three best individual papers in order of excellence, with honorable mention to the next six. Announcement will also be made of the three schools whose student teams make the best showing.

6. All schools deciding to enter the contest will notify Dr. Adam on or before April 8th of their intention to participate, and will send at that time a small fee of

three cents for each test ordered. Include about ten cents extra to cover postage.

III. Announcement to Foreign Language Teachers

Miss Effie Yeargin, a member of the test committee last year, has resigned her duties in connection with the contest. The general and specific regulations which appear above are those, with a few changes, which were formulated by Miss Yeargin and by Dr. Adam. All Foreign Language teachers are requested to be present at the meeting of the Foreign Language Section at the State Teachers' Association on Friday morning, April 10th. At this time additional plans for the conduction of the French contest will be discussed.

Announcement of Winners in the State-Wide French Contest April 11, 1940

The French Contest Committee of the Foreign Language Section of the State Teachers' Association wishes to announce the following facts concerning the State-wide contest which was held on April 11, 1940:

About three hundred students in twenty-five high schools took the test.

The three schools whose three teams made the best showing are: (1) Sampson County Training School of Clinton, N. C., (2) Second Ward High School of Charlotte, N. C., and (3) Creedmoor High School of Creedmoor, N. C., and West Street High School, New Bern, N. C.

Honors to be awarded are as follows: First prize, Miss Ida Elizabeth Ezell of Sampson County Training School, Clinton, N. C.; Second prize, Miss May Goodwin of Second Ward High School, Charlotte, N. C.; Third

(Continued on Page 14)

Planning Instruction In Farm Shop

For All-Day, Part-Time and Evening Classes
In Vocational Agriculture

By W. T. JOHNSON

Farm Shop Teacher-Trainer, A. and T. College, Greensboro, N. C.



SINCE the rural school serves primarily farm people and we are living in a mechanized age, the school has a definite responsibility to guide them in meeting their daily farm problems. Therefore students should have an opportunity to receive training in jobs, such as repairing and constructing farm buildings, farm landscape, tool fitting and grinding, home conveniences and such jobs that will enable them to keep the farm equipment in repair on an economical basis. The rural boys should have an opportunity to explore some of the different mechanical fields, so as to be able to cope with the different changes. On the other hand, all of the boys are not going to remain on the farm; therefore it is the duty of the school to prepare them so that they can compete mechanically with the students from the large city schools.

It is true that we need English, history and other standard courses offered in all of our high schools so as to build up the cultural side of an individual's life. Nevertheless we need a more intensive and extensive program in farm mechanics based on the following facts:

1. The old village blacksmith is being replaced by garages and specially trained mechanics.
2. Farm machinery has become very popular.
3. Rural electrification program is found in nearly every community in the South.
4. Farming has become more specialized; hence more machinery and mechanical devices are in use.
5. The rural homes in the South need modern improvements to check the continuous trek of rural to urban centers.

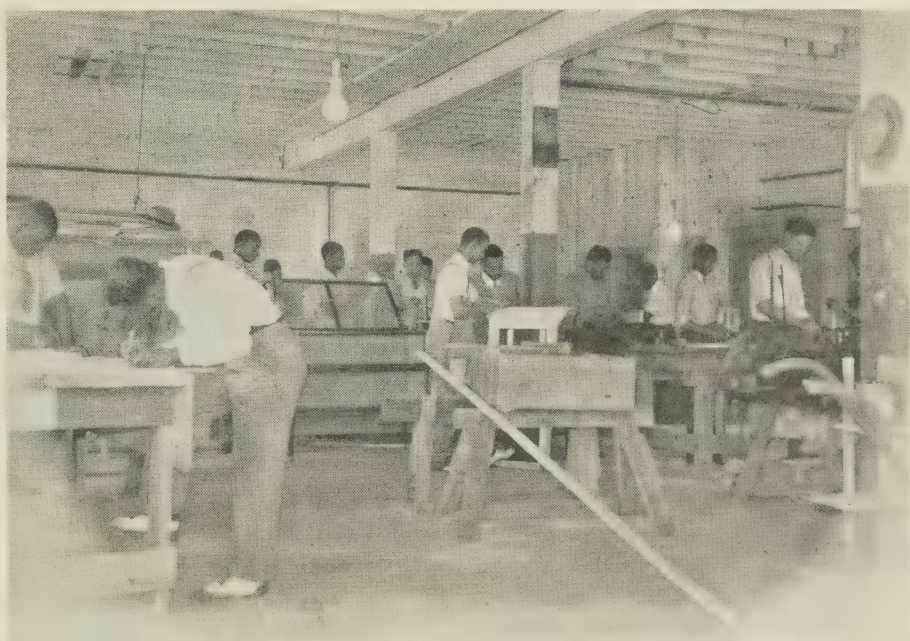
6. Government soil conservation program requires greater cooperation among farmers.

7. Technology is modifying rural as well as urban life even throughout the South.

Therefore the farmer needs to know how to plan a farm shop program that is useful to his respective community so that he can make plans and discussions regarding the mechanical side of his farming business. It is obvious that the Negro needs to know how to select the best type of farm machinery and equipment. He needs to know how to keep such equipment in repair, how to use electricity wisely and effectively, and how to keep his farm building in repair as well as how to construct other necessary buildings. His home surroundings need improving for both hygienic and social reasons. With the above training offered in our rural high schools, the youth would stop mi-

grating to the over-crowded cities, have a greater love for rural life and keep up the heritage of our forefathers.

Students who have the opportunity to put into expression an idea thought through with the hands will have a self-satisfied feeling of accomplishing something. Farm shop work is designed so as to give students with practical mechanical ability an opportunity to express their creative thinking in real projects or jobs. Henry Ford, one of America's master minds, tells the story in his book, "Today and Tomorrow," about a Persian who came to the director of his trade school. He was highly educated, having taken several degrees, both in Europe and in the United States. He was the master of many languages and had just finished one of our leading universities. After observing the work being done he said sadly, "My education began



A Class of prospective teachers of Vocational Agriculture doing shop work A. and T. College

in words and ended in words, and when I go back to my country I will have nothing to offer my people." The story within itself explains why the rural youth should also receive training in the practical things of his surroundings. To further emphasize the need for more training in farm shop work, I would like to quote the following: Prof. S. B. Simmons of A. and T. College, State Supervisor of Vocational Agriculture in Negro schools, in a recent group meeting of vocational teachers, said, "In communities where there is a good shop program there is improvement of rural living conditions." Mr. J. K. Coggin, associate professor of Agricultural Education, State College, Raleigh, in his Bulletin No. 4, "Farm Shop Activities and Equipment," states, "Students of vocational agriculture should be trained to maintain and improve their home and farm equipment." Mr. T. E. Browne, director of Vocational Education, State College, Raleigh, in Bulletin 4, "Farm Shop Activities and Equipment," writes, "In adapting the rural high school curriculum to the needs of rural people, emphasis upon farm shop work takes on new significance."

Most teachers have all day, part-time and evening school groups. Hence the instruction varies with each group because of the following differences among them:

1. Ability and interest of students.
2. Experience of the students.
3. Actual need of students.
4. The possibility of carrying out a shop program.

The following suggested program for farm shop is to be flexible. For instance, some jobs may be given during each year, either because of their importance or as a means of perfecting them. Further, some jobs are too difficult for first-year students. In such a case, by all means, defer them until the boy has progressed enough to master them. Lack of ability is often found in the higher classes so that a variety of jobs must be offered in order to get satisfactory results from the average student. However, it is more important to master a few jobs than to do poorly a large number

of jobs. Students should be allowed to do other jobs that may come up if approved by the instructor.

The lack of physical facilities will, in many cases, limit the amount of work a teacher can offer, therefore many jobs will be eliminated because of lack of time or physical facilities, and many jobs will be eliminated as being less suited to a particular situation than some other. These jobs may serve as a basis for part-time or evening school courses, if room and equipment permit.

First Year

1. Tool Fitting: Such jobs as fitting handles, grinding and filing different farm tools.

2. Cold Metal: Such jobs as drilling holes in iron with the carpenter's brace, breast drill, drill press, chain drill and cutting iron square with a hack saw.

3. Drawing: Have students to make detail sketches on paper, on blackboard; make detail drawing and plans for all construction jobs and learn to read a simple blueprint.

4. Wood-working and Carpentry: Such jobs as making a drawing board, repairing some wooden farm or home appliances and constructing some small home or farm appliances, such as tool or nail box, book-end, mash hopper, or tire rack.

5. Sheet Metal and Soldering: Such jobs as reshaping and tinning a soldering copper, soldering a hole, soldering a seam, sweating a patch on a hole in some container.

6. Electricity: Learn to replace a burned fuse. Make an extension cord and other simple electric devices repairs.

7. Plumbing: Repair of a leaking faucet, and replace packing on a pitcher or force pump.

8. Home Farm Shop: Make an inventory of tools on the home farm for the purpose of starting a home farm shop; make a list of tools necessary for the home shop, and make a list of tools and equipment that can be made.

The second, third, and fourth years should be a continuation of the type of work started in the first year, only it should be ad-

vanced as the students develop skill. It is necessary, however, to make such additions as forge work in the second year; farm drainage, repairing of field and power machinery in the third year, and concrete and brick work in the fourth year. This also means that other jobs may be dropped as the students learn to master them.

Home Farm Shop

There should be a Home Farm Shop on every farm. In order to get the boys to start one, the instructor should begin encouraging them the first year they are in his class. He may have them bring all old tools on the home farms, sharpen and recondition them. If they are not able to build new shops, the end of an old shed or garage may be used. Work benches, tool cabinets, etc., may be built in the school shop, and new equipment should be added as the boys develop skill.

If the boys are properly guided, when they finish four years in vocational agriculture they will have Home Farm Shops with suitable equipment.

Part-Time Classes

It is practically impossible to have a set course for a part-time group because the students vary so widely in training and experience. Some may have all the training offered in high school while others have had little or none. Here the teacher needs to form his course to fit the students, making sure, of course, that all master the fundamentals of farm machines.

For the most part students of part-time classes prefer doing jobs which they actually need on the farm, such as the sharpening of tools and fitting handles. Then they like to construct simple farm buildings, to do forge work and repair farm machinery.

Since it is possible that members of the part-time classes are more mature than all-day students, it will be advisable to encourage them to do work for themselves, such as building a poultry house, hog house, making some useful articles for the home or even doing all the repair work on the farm.

(Continued on Page 9)

Corrective Instruction In Reading In English Classes

By MRS. N. ARTIS COLEY, M.A.

Columbia University

Instructor of English, Dudley High School, Greensboro, N. C.



READING is one of the most serious problems facing the modern teacher regardless of the level of instruction. Perhaps the greatest reading problem is concentrated

on the secondary level, for here the reading skills that are necessary for grasping certain materials are peculiar to the materials and hence have never been taught. It should be the duty of every teacher to teach the reading skill necessary for understanding his subject. Since in most schools reading is looked upon as a problem of the English department, I am submitting here a practical plan whereby reading may be taught as a part of English classes.

The following general outline will serve to indicate the key points of consideration I have thought valid in the light of the foregoing explanation: The needs of the students, a brief basic survey of the nature of reading per se, a summary of some of the causes of retardation and procedures for setting up the program itself as a part of one English class.

Basic general needs of a class according to McCallister¹ are: (1) a need to form genuine reading interests; (2) a need to learn to do necessary types of reading (purposive reading); (3) a need to acquire skills in fundamental reading habits; (4) a need for a wider reading vocabulary; (5) a need to gain power of interpreting the meaning of sentences, paragraphs, and whole selections. The pupils need to learn to think as they read and to assimilate and relate the reading material to their past experience. There is a lack of rich and vital experiences in the lives of most of these children and

so I would stress, as I add, (6) a need to build up rich first-hand experiences that will color and vitalize numbers (1) and (5) especially.

"Reading is a composite of many abilities anyone of which may predominate at a given time depending upon the reader's purpose and the nature of the material. Reading new materials calls for mental adjustments on the part of the reader until he becomes familiar with the author's purpose, his language, and his style of writing. The nature of these adjustments is finally determined by the purpose the reader brings to the printed page."²

In the light of the above quotation these necessary abilities stand out as fundamental needs of students: the ability to locate materials, the ability to select data bearing on a problem, fact-getting techniques (getting the main thought in a paragraph, filtering facts), ability to comprehend (which is first and paramount), abilities to evaluate and appraise, to organize, to remember and to apply what is read, to read for appreciation, to read orally, and to adapt reading skills. Obviously these abilities are indicative of various reading skills and techniques that a student must master and adjust to the material in hand. Furthermore, these abilities are scattered over various subject fields and should be strengthened by specific instructions in each field as how best to approach the particular reading situation there. In truth the slogan "Every teacher—a reading teacher" is quite worthy of adoption and application.

"In order to guide reading activities the teacher must be aware

of the types of reading abilities and skills that students need in meeting the objectives of his course and in carrying out his assignments. He must therefore analyze the requirements he makes of students in terms of reading abilities.³

If we regard reading as a unitary process that can be analyzed into its components, let us examine these components in an attempt to understand the nature of reading per se. McCallister⁴ lists the following: first, perception and recognition which include span of recognition or the unit of printed matter recognized at one stop or fixation, span of perception which is the amount the eye is capable of grasping at a single fixation, regression and duration of fixations; second, interpretation which has to do with understanding vocabulary in context, giving the proper emphasis to words, phrases, etc., and selecting parts of the material read that are significant to the present purpose of the reader; third, the factors influencing the speed of reading as rate of association, attitude and purpose of the reader, physical movements that retard, etc. (Speed is closely correlated with comprehension); fourth, the relation of emotional reactions to reactions to reading which includes feelings, attitudes, interests, appreciation, and experimental background of the reader; and, fifth, differences between oral and silent reading in which he rates the two types as to efficiency, size of recognition span, effectiveness as a tool of interpretation, and usefulness for school purposes all of which advantages he gives to silent reading.

Strang⁵ approaches the subject

³ Gray, Wm. S., et al., *op. cit.*, p. 132.

⁴ McCallister, James C., *op. cit.*, pp. 17-29.

⁵ Ruth Strang, *Problems in the Improvement of Reading in High School and College*, p. 37.

¹ James C. McCallister, *Remedial and Corrective Instruction in Reading*, pp. 8-9.

² Wm. S. Gray and others, *Reading in General Education*, p. 115.

of the nature of reading with these statements: "Reading may be discussed in terms of purposes for which individuals read, in terms of specific abilities or skills, or in terms of situations in which reading is used. Because of the interrelation of these three factors, a clear cut classification is difficult." Significant to the teacher is the fact that reading presents no unsolvable, mysterious problem to one who understands language and pupils. Beginning with pupil interests and from there proceeding to correct specific faults, any good classroom teacher can do corrective work in reading.

What are the causes of retardation in reading? A glance at reading deficiencies reveals the fact that they are of three kinds: deficiencies of comprehension and interpretation; deficiencies in fundamental habits of recognition—inaccurate return sweeps of the eye, irregular rhythm in silent reading, and frequent movements of confusion; and deficiencies in rate of reading, change of school, rapid advancement or frequent promotions, low mental ability, narrow reading interests, and improper reading procedures.

Now with a general view as to the needs of the group and having made a cursory glance at what is involved in reading and deficiencies in retarded readers, let us turn to a consideration of procedures for helping retarded readers through corrective work in an English class.

Corrective instruction, as I understand and use it here, is group instruction based on common needs of a number of individuals. It is thus distinguished from remedial instruction based on thorough diagnosis. Neither type of instruction can be purposefully selected until relations between a pupil's deficiencies and the causes underlying them are understood. Corrective and remedial work would be designed to overcome the causes of deficiencies.

The initial step should consist of appraising the class by means of a standard reading test to determine the retarded readers. Good survey tests are: The Monroe Standardized Test, the Thorndike-McCall Reading Scale, Iowa Silent

Reading Test (1939 version), Van Wagenen Reading Scale, and the Traxler Silent Reading Test for grades 7 to 10. Next is a tabulation of the test scores, finding norms to be compared with standard norms in order to determine a probable grouping of students according to similarity of problems. Interviews with all of the students should be held and parents enlisted in order to assemble data on the home environment, social contacts, health status, personality traits, etc. All information obtained from various sources should constitute a case study report on each student. Third, the diagnosis of the deficiencies of the retarded readers as to the character of the deficiency and the cause is in order. McCallister suggests five tests as desirable.

1. General test of all pupils before training is begun.

2. Retest of pupils selected as retarded, to verify the first test and provide additional diagnostic data.

3. A progress test after training has been going on several weeks to ascertain the effectiveness of teaching and to determine desirable modifications of procedure.

4. An attainment test at the close of the training period to determine levels of achievement and to identify pupils who will need "follow up" teaching.

5. "Follow up" test several months after training period.

In order to determine the character of improvement during the training period, and the persistence of training, careful records should be kept by keeping close personal contact with students throughout.

Students will be grouped for corrective instruction according to similarity of reading problems. Individual work for the very retarded cases lacking similarity with other cases should be given.

A survey blank following a plan by McCallister (see appended page A) will provide an accurate tabulation of the student's reading achievement.

After having followed the above procedures, the teacher will then begin the process of actual instruction. Since a plan should in-

clude a clear understanding of the objectives to be accomplished and a careful selection of instructional measures, let us consider materials supporting phases of a plan and appearing to be applicable to the situation.

The time of English classes may be set aside for instruction in reading in any one of three ways: first — a definite portion of the school year may be set aside for intensive instruction in reading. At least one-half of one semester of time may be used profitably. Second — one to three days per week throughout the year may be devoted to reading and the remaining days to English. Ordinarily two days per week for one year will provide adequate time for effective work. Third—a definite portion of each class period may be set aside for instruction in reading. Amount of time so devoted varies in different school systems. Probably fifteen minutes represents common practice.

In order to articulate instruction in reading with that in English certain procedures are valuable, of which the two following plans based on McCallister illustrate my position.

1. Emphasizing reading activities necessary for the mastery of English. This procedure will work fairly well since English requires so many techniques of reading that are generally used for all subjects.

2. Introducing reading units into the English curriculum. Here is an advantage for since pupils are divided into instructional groups on the basis of deficiencies, two or more groups may be instructed in one class by using units suited to each group.

Suggested units include an appreciation type unit⁶ designed to stimulate pupils to do voluntary reading. This unit might be given at the outset to all children regardless of grouping.

Objective: to stimulate an interest in reading and initiate a program of voluntary reading to be carried on throughout the year.

Techniques of instruction: The entire class period should be de-

(Continued on Page 18)

⁶ James C. McCallister, *op. cit.*, pp. 164-168.

BOOK REVIEWS

OUR BUSINESS LIFE, by Lloyd L. Jones. Gregg Publishing Company, 2nd edition 1939, New York City. VIII, 666 pp. List price, \$1.50.

As the author states it, "the primary aim of *Our Business Life* is to give the students a citizen's understanding of how business functions to supply the wants and needs of man, to make it clear that business plays an important part in the daily life of everyone, and to provide the student with the business information and consumer skill that will enable him to live more satisfactorily." The work apparently was planned for purposes of expansion or elimination as the case might be according to the selection of the person teaching a course where this text might be used. An added feature is the recommended use of a work book along with the text which gives increased practicability to the business principles contained therein.

The material in the text is divided into eight parts: Introduction, Our Financial Life, Communication, Travel and Transportation, Buying and Selling, Business and Law, Business Management, and Our Business Life. The author seeks to point out the generally accepted meaning of business, a description of the variety of wants of people, and the accompanying use of business services in the home as well as the community. The author pictures very vividly the tie-up between the six present day needs of man and how success in life today necessarily means a complete understanding of our business life. He clearly points out the value of business training by all individuals regardless of what type of occupation they might be engaged in because of the complexity of our present life and the interdependency or inter-relation of all business activities.

The book deals with the effective and efficient use of the commonest business services. It builds a foundation for further study of the business subjects and for work in the business world. The ac-

tivities along business lines that it includes are enthusiastically received. The illustrative material and charts in the book were generously supplied by sixty-four outstanding American business firms. Such data and charts lend to the effectiveness of the text.

The author does a very good job in presenting a practicable and teachable text. It enables one to get an understanding of business by applying certain principles of business to our own life whether it be economic, social, religious or community life in general. The material is given in such a way that the conditions and practices shown can be interpreted in line with the trends of our work-a-day world. The review questions and points for discussion and the social business assignments at the end of each chapter are very significant in that they afford an opportunity for one to try out some things and actually get into the spirit of business. The author devotes considerable space to "Our Financial Life," "Communication" and "Buying and Selling," averaging around 120 pages for each of these sections.

The book is quite thrilling to read because so many instances are pictured and conditions explained that it makes one wish that he had seen the text long before he actually did. Seemingly hard situations are made simple and the veil of mystery which by some individuals is supposed to attend business activities is pushed aside and the average reader can readily see the working of those business principles which formerly, perhaps, were considered too complex to even bother about giving any attention. The easy reading of the text and the plain frank portrayal of the business information given out will compel all those who are fortunate in securing such a text as *Our Business Life* to keep the volume close at hand because of the quick reference that can be made when one seeks a solution to any real problems arising from daily activities.

I would not hesitate to recommend this book for a course given in the senior division of a high school or as an explorative course in the Junior Division of a college curriculum even though

the college had no department of business or commerce. The wealth of information contained, and the interesting manner in which it is presented speaks well for the study and research that have gone into building such a text by the author and his collaborators. I feel the book does a great job in enabling one to become a better citizen by giving him a clear understanding of our business and economic life of which he is a part.

HAROLD S. ADAMS,
J. C. Smith University.

Planning Instructions In Farm Shop

(Continued from Page 6)

With this in mind the following fundamentals will doubtless be helpful in working out a program for part-time students. It may be construction or a repair job, depending on the needs of the individual.

1. Tool fitting and sharpening.
2. Farm repairing and construction.
3. Repair farm machinery.
4. Forge work.
5. Rope work and electricity.
6. Farm drainage and terracing.
7. Sheet metal and soldering.
8. Power machinery.
9. Home convenience.

Evening School

To teach an adult group presents another problem. Owners and operators of a farm have problems quite different from those of the other two groups. They are neither interested in nor willing to do small jobs. They show more concern about the new ideas in farm equipment. It is, therefore, possible to appeal to them through the use of discussion, conference, lecture, and demonstrations. For instance, they will watch the demonstration, often getting the idea, but they do not care to do it themselves.

Since discussions and demonstrations do meet their interest, some of the following subjects may be taken up and done, when possible, as a construction and repair job in a natural setting:

1. A study of farm equipment from the standpoint of usefulness, size, cost, resale value, cost of

(Continued on Page 18)

North Carolina Teachers Record

Official Publication of the

NORTH CAROLINA NEGRO TEACHERS ASSOCIATION

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VOL. XII MARCH, 1941 No. 2

The Approaching Sixtieth Annual Convention of the North Carolina Negro Teachers Association

Final arrangements are nearing completion for the 1941 Convention of the Association, Thursday, Friday and Saturday, April 10th, 11th and 12th as guests of the Agricultural and Technical College at Greensboro.

The president, Mrs. Rose D. Aggrey has secured outstanding talent for the general sessions and a review of the sectional programs now in hand indicates that they will have some interesting speakers and that many timely topics will be discussed.

Most of these topics cluster around the convention theme: "Educating for the Common Defense." The teachers will be welcomed on behalf of the college and city of Greensboro by the mayor, Hon. Huger King, Prof. J. A. Tarpley, supervising principal of the Greensboro colored schools and President David D. Jones, president of Bennett College, will bring special greetings for teachers in the several colleges and the city schools.

Response for the association will be made by Prof. James T. Taylor, dean of men, North Carolina College for Negroes, Durham.

Among the guest speakers who will appear on the program of the general sessions we are able to announce, Doctor Henry I. McDowell, president of the Kings Mountain Academy, one of our own group who has travelled extensively and done educational work in Europe and Portugal as well as Africa. He will speak on Friday afternoon or at the evening session of that day. On Thursday evening at 8:00 o'clock an inspiring message will be brought by Doctor Raleigh Shorling, Professor of Education, Director of Instruction, and head of the Department of Mathematics in the University High School and supervisor

of Directed Teaching at the University of Michigan. No doubt other speakers also will appear at the afternoon sessions, and at night.

The local committee of the college is preparing an acceptable social feature for the evening of April 11th. Do not by any means fail to bring along your membership cards. Recall the embarrassment had last year and the extra, heavy burden put on your secretary to speak the "open sesance" to this feature. Comes last the business session at noon, Saturday. Interest in this session this year will be accentuated because of several important matters to come up, prominent among them will be discussion on the erection of a Delegate Assembly and perhaps the revising of the Constitution.

Indications point to the probability that this sixtieth annual meeting will be among the biggest and best in the history of the association.

Explanation Concerning the Proposed Master Teacher's Certificate

According to information which I have had from Dr. James E. Hillman, the consideration of the so-called Master Teacher's Certificate is still in the "study stage." What appeared in the January number of the RECORD represents the present work of the State-wide committee which is studying the problem. The next step in the study is to present to the Classroom teacher and the administrative groups of the North Carolina Negro Teachers Association at its meeting this spring the results of the work of the committee. What appeared in the RECORD will, therefore, be presented to these groups of your association this spring.

Since this problem is in its present stage and since it will be presented to the State Association this spring, Dr. Hillman requests that, therefore, teachers not write his office for interpretations of or information about this particular problem. He suggests that the teachers familiarize themselves with what appeared in the January issue of the RECORD so that they may ask intelligent questions when it is presented to the Association.

Editorial Comments

We are glad to welcome the Gregg Publishing Company to the advertising columns of the NORTH CAROLINA TEACHERS RECORD.

These well known publishers of textbook materials for business education have extended their best wishes for the success of our April convention.

On page three of cover will be found the company's advertisement in which information is given concerning the text materials it publishes. On page nine there appears a book review of one of the company's most widely-used text dealing with the introductory business course, prepared by Mr. Harold S. Adams, personal secretary to the dean of Johnson C. Smith University. We regard Mr. Adams as one of the best prepared business executives in the State and the Gregg company is fortunate in having this

review prepared by him. Business teachers know of the outstanding position of this company in the field of business education, and many of them have had an opportunity to become acquainted with the fine professional services it gives to business teachers.

The company publishes two monthly magazines—the *Gregg Writer*, a shorthand magazine for teachers and students, and *The Business Education World* for teachers and administrators of business education.

At our approaching meeting the Gregg company will have an exhibit in charge of Mr. Clyde W. Humphrey, its North Carolina representative.

The Ginn & Company, publishers of college and high school textbooks are also carrying advertising with us and will have an exhibit at our meeting. We also call attention to the advertisement of the Greyhound Bus Company, the Peggy Hale Shop, the Johnson Publishing Company of Richmond, the North Carolina Mutual Insurance Company, Durham, the Carolina Power and Light Company, Raleigh, the Vick Chemical Company, Greensboro and the Shaw University.

We wish to call attention to the large membership of last year—over five thousand, three hundred teachers, and to remind the teachers that if this fine record is to be maintained or bettered a considerable number of memberships must be sent in between now and the time of meeting.

Your executive secretary has worked hard to get

as many paid memberships on the books as possible before the meeting.

He will have enough to do in issuing single dollar receipts at Greensboro. Have a heart and don't work him and his staff to the point of exhaustion at the meeting.

Persons desiring to arrange quarters at the College in advance should write Mr. William Gamble, A. & T. College, who is chairman of housing committee. Those interested in musical features should write Mr. Warren Lawson, same address.

The editor has spent much time in securing program material for the approaching meeting, in securing advertising matter for the March issue and in taking care of receipts and cards of the large number sending in memberships.

If this issue is not, as we trust it is, up to our usual standard, remember we have not the hundred eyes of Argus nor the swift wings of Mercury nor the hundred hands of Braerius, we are distinctly human and subject to the limitations of the flesh.

Think of your Association as a place to gain inspiration, to meet your friends, to have a good time and then carry back new life and spirit. We get out of the meeting in proportion to what you put into it.—*Vale*.

« *Necrology* »

On Dec. 26, 1940, there passed out of our ranks one of the pioneers in education in North Carolina, Prof. J. H. Michael, long time principal of the Hill Street School, Asheville, N. C.

For twenty-nine years he stood at the head of public education in Buncombe County among the colored teachers.

Speaking at his funeral his superintendent, Prof. R. H. Latham, head of the Asheville schools, said of him: "He was a good school man and a good citizen."

The editor counted him among his most loyal and devoted friends. We learned with sadness of his passing. At one time he was superintendent of industries at Slater Normal and Industrial School — now Winston-Salem Teachers

College. It was there our friendship began. Afterwards he was supervisor of colored schools in Buncombe County as well as principal of the Hill Street city school. His period of service spanned twenty-nine years of pioneering in a section of the State at the beginning of his service far behind other sections in providing educational opportunity for Negro youth, but under his wise and sympathetic guidance he did much to overcome the handicaps under which colored citizens suffered, and today hundreds of children are enjoying the blessings of healthful, comfortable inspiring physical conditions.

Professor Michael was known throughout the State as an enthusiastic supporter of teacher organizations. The N. C. Teachers Association was ever in the

foreground of his thinking and to it he gave that wholehearted enthusiasm which characterized his personality.

For six years he was a member of its executive committee and served two terms as president of the Western District Teachers Association. His school and the schools of Buncombe County as well as the Asheville city system has for many years been 100% in membership in the association.

We shall miss his presence at the approaching meeting. He was always among the first to arrive at our annual sessions.

We shall cherish the memory of his fortitude, sincerity and integrity—qualities he put to service during his entire public service as a loyal supporter of the schools and of the Presbyterian Church of which he was a devoted elder.

Desirable Types of Group Activity In English

*An address delivered at Wake County Teachers' Meeting at Raleigh, North Carolina,
Saturday, November 9, 1940.*

The teacher cannot expect the same performance and reaction from each child. There are certain homogenous mentally and physical groupings which provide the best basis for educational activities.

When the child enters school he has already made considerable progress in language; he has acquired a speaking vocabulary. In most instances he uses incorrect language in his speaking. It is then the duty of the teacher to help the child to acquire correct language usage.

The pupils' participation in language activities is not confined to the period set aside for *language instruction*. Since the teacher is only able to control a portion of language activities, consideration should be taken in selecting only the *desirable types of group activities in English or language*.

Those activities which prove to be desirable are those which are *educational effective*. In order that participation in language activities may be *educational effective* the pupils must have ideas to express. (*Repetition of language symbols even though grammatically correct, is not an effective learning activity.*)

An *effective language activity* is dependent upon *pupils' having something to talk about*. The teacher should make provisions for *experiences* that are *vivid, tangible, and meaningful*. Such experiences for the primary grades have been found to be the excursion, broadcast, and exhibits. *Beyond the primary grades the most effective of such experiences in the field of language arise in the social studies*. They are found to be the following:

A. ACTIVITIES BASED UPON EXPERIENCES

1. School events or activities.
 - (a) Athletic contest.
 - (b) Class newspaper.
 - (c) School play.
2. Items of interest about school plant:
 - (a) Landscaping school grounds.
 - (b) Artificial ventilating systems.
3. Exhibits:
 - (a) Art, pottery, construction work.

B. ACTIVITIES IN CONNECTION WITH THE STUDY OF OTHER SUBJECTS

- (a) History.
- (b) Playlets.
- (c) Verse speaking choir.

C. FORMAL REQUEST TO WRITE THEME

(Children should be allowed to use a subject of their own choice as far as possible. If this is not possible the teacher should select a subject which proves of interest to the children. A subject of which the children have had personal experience has proven to be the best subject.)

D. BUILDING A LANGUAGE VOCABULARY

In supervising activities the teacher should keep the following in mind:

1. All activities should be selected and administered on basis of *individual child needs, capacities and interests*.
2. Habits and skills should be developed that will enable the child to take his place in society with a sense of security and efficiency.
3. The daily program of activities should be organized so that *pupils will not experience undue fatigue*. Individual pupils should be watched for signs of fatigue.

4. Activities requiring great concentration should be followed by lighter subjects.

5. *Gifted children are capable of much more activity than backward children* and opportunities should be arranged according.

6. On the other hand, gifted children should be protected from doing too much and the *less able child should not be pushed too hard*.

7. Opportunity should be offered in the classroom for every child to be successful in at least one activity from time to time.

8. *A high I. Q. does not necessarily mean success in activity nor a low I. Q. failure.*

9. *Gifted children may be encouraged to take extra work while progress should be limited to children not so gifted.*

10. Select those *activities* which are *educational effective*.

CLARA CELESTINE BARNES,
Wendell Elementary School,
Teacher of Grade Six.

Modern Student

Recently an inspector of city high schools came before a class of girls. He wrote on the blackboard "LXXX." Then, peering out over his spectacles at the good-looking girl in the first row, he asked: "Young lady, I'd like to have you tell me what that means."

"Love and kisses," the girl promptly replied.

Dad Knows

The conscientious teacher wrote on the back of little Tommy Jones' report card: "A good worker, but talks too much."

Back came the card later with the statement over the signature of Tommy's father: "You ought to meet his mother."

Some Ill Effects of Pupil Mortality In High Schools

A Paper Read Before the Warren County High School Teachers January 31, 1941

By MRS. ANNIE RUTH FORTSON

Teacher of English, John R. Hawkins High School, Warrenton, N. C.



GENERALLY, it is agreed that the main function of the secondary school is to develop good citizens out of the boys and girls that come within its

portals. As teachers, we feel sometimes that we have done a fair job of this, but when we search the records of state correctional institutions and find that not one of the boys and girls who have been sent to these institutions has graduated from high school and that less than two per cent of them ever attended high school, we wonder whether we have really discharged our duty. According to information released by the United States Office of Education, every year two and a half million children enter the first grade of our public schools, but before they finish the eighth grade, half a million of them drop out. Of the two million who finish, 90 per cent enter high school but only 52 per cent graduate. Studies made by our own State Department of Public Instruction show that in 1928-29, there were enrolled in the first grade of our public schools, 95,842 Negro children; but eleven years later, at the normal time, only 4,183 graduated. Thus we see that a very large number of our boys and girls do not finish high school. What happens to those who drop out?

If we take the word of the chaplain of North Carolina prisons when he says, "Our white men average the 7th grade in school and our Negro men average the 5th; five per cent completed high school and 16 per cent attended high school," we can say that a large per cent of them end up in penal and correctional institutions. If we take the word of the county

agent we will find that the majority of the marginal farmers are those who have not completed a high school course.

The pupils who drop out limit or lessen their power of earning economic security. According to a list of approximately 50 occupations surveyed by the North Carolina Vocational Guidance Association, for the most part, those occupations whose income is as low as \$1.50 per day or \$10 per week recommend at least a high school education. If then those who drop out remain in the state and look forward to a weekly income of less than \$10, we are pretty safe in saying that the members of such homes are more likely to be ill-fed, ill-housed, and ill-clothed; consequently perpetuating the already large prison population, furnishing a breeding ground for vice, disease, and superstition, and keeping the intelligence of the race at a low level.

Many of the drop-outs seek domestic service employment, but even here they find themselves crowded out. Our society has become so complex that there is no place in it for the illiterate, unhealthy, domestic servant. The average home with its complex scientific equipment cannot be cared for neither well nor economically by the illiterate servant of yesterday. Even jobs that hitherto we have thought of as requiring little or no formal training are giving preference to the graduate; for instance, waiting. One North Carolina hotel executive has said: "Waitresses should be high school graduates because it takes a trained mind to remember details as to what individuals like and want regarding their food and the way it is served. High school graduation tends to build

up self-respect, and the girl who succeeds is the one who knows how to serve without becoming servile."

What chances have the drop-outs who remain farmers? It is the general belief that they are unable to cope with the present demands made on even the tenant farmer. In view of the direct interest which federal and state governments are taking in the problems of the farmer, those who have not completed a high school course in agriculture are prepared neither to appreciate this interest nor to support the system of marketing products through coöperative efforts.

Speaking of "coöperative efforts" remind us that the wide-awake community today is interested in coöperative buying, coöperative selling, and coöperative thrift. Oftentimes, though, plans are thwarted—usually by many individuals who drop out of school with an anti-social attitude. Many times, the reasons for this attitude can be traced back to unpleasant or unwholesome school experiences which caused the individuals to become — in the language of the street — "confirmed soreheads." In many cases, we believe, some of these unpleasant experiences could have been ironed out with a little guidance. However, the community whose population comprises many individuals of this type will find it extremely difficult to effect coöperative programs.

Possibly one of the greatest effects of pupil mortality is revealed by the expense to society. Investigations seem to indicate, as we mentioned earlier, that many drop-outs become criminals. On the state and nation is thrown the burden of maintaining the welfare department, alms houses, camps

and prisons. Are we aware of the fact that crime costs the United States annually fifteen billion dollars? That each of us — every man, woman, and child of about 130 million people — contributes directly or otherwise \$120 each year as his or her share of the national crime bill? That this fifteen-billion-dollar bill is five times the sum we spend each year on education? Bringing facts nearer to our own situation, we find that it costs our State \$189 per year to keep a man in a prison camp and \$258 per year to keep one at Central Prison. On the other hand, in 1937-38, for instance, the current expense per pupil enrolled in the public schools of the State was \$33.10 and per pupil in average daily attendance \$37.79. In the light of these facts, we must reaffirm our conviction — to paraphrase a clause from the Ordinance of 1787 — knowledge being necessary to good government and the happiness of mankind, schools and attendance in school shall forever be encouraged.

Nor must we stop here. More and more we are realizing that guidance is a function of education and that the school must do its part in helping the boys and girls "live and make a living to the best advantage to themselves and to society." The school must show more concern about drop-outs by a follow-up study. It would be well to ask these questions: Why did they quit? Could we have done anything to encourage them to remain in school? Does our curriculum need any change to fit the needs of these boys and girls that they too may get their share of life's happiness?

Indeed, we do not intend to make the teacher wholly responsible for economic failures and social misfits, but we are inclined to believe that our profession is a heritage and that we must exhaust our possibilities, for, in the words of the poet:

The children—
 Hope of the future,
 Rulers of the world to come.
 How carefully must we train them
 That they may learn and cherish
 Science, religion, and art,
 So that the heritage of culture
 May be preserved and grow—
 A monument of human endeavor—
 A gift to ages yet unborn.

We, the teachers,
 Prepare them to accept their riches,
 Help them think clearly,
 Discipline wisely,
 Play fairly,
 Work happily,
 Govern justly—
 Live completely.

Announcement of the Annual State-Wide French Contest

(Continued from Page 4)

prize, Miss Minnie Bullock of Creedmoor High School, Creedmoor, N. C.

Honorable mentions are as follows: 1. Mr. Lymons Lyons of Creedmoor High School, Creedmoor, N. C.; 2. (tie) Miss Fannie C. Henderson of Henderson Institute, Henderson, N. C., and Miss Onnell McMillan, Rosenwald High School, Fairmont, N. C.; 3. (tie) Miss Ezzie May Gawin of Sampson County Training School, Clinton, N. C., and Miss Mary M. Davis of Henderson Institute, Henderson, N. C.; 4. Miss Gwendolyn Howard of West Street High School, New Bern, N. C.; 5. Miss Lucy Thompson of Sampson County Training School, Clinton, N. C., (tie) Miss Martha Bradford of Second Ward High School, Charlotte, N. C.; 6. (tie) Miss Maggie Davis, Spring Hope High School, Spring Hope, N. C., Miss Dorothy Hawkins of West Street High School, New Bern, N. C., and Miss Mary Lancaster of West Street High School, New Bern, N. C.

Committee: J. J. Adam, J. C. Smith University, Charlotte, N. C.; M. R. Perrin, Franklin County Training School, Louisburg, N. C.

No Accounting Necessary

Hubby and friend wife were going over the budget. He ran across an item, "H. O. K. \$3," and another, "H. O. K. \$7."

"My dear," he asked, "what is this item H. O. K.?"

His wife replied, "Heaven Only Knows."

How Do You Do?

How do you do?

Some pay their dues when due,

Some when overdue,

Some never do.

How do you do?

N. C. Tubercular Association Sponsors Negro Essay Contest

Featuring a \$100 scholarship and a \$50 cash award the North Carolina Tuberculosis Association announces that it is again sponsoring the Negro essay contest for colleges and high schools being conducted by the National Tuberculosis Association. This is an annual contest open to any bona fide student now enrolled in a Negro college or high school in North Carolina.

"Why, What, and Where" and "The Opportunity of the High School in the Control of Tuberculosis" are the two possible titles that the high school student may use in his essay. The college student has a slightly broader choice with the chance to use "How Can I In My Future Profession Help to Control Tuberculosis?" "College Essay Contest on Tuberculosis," or "National Student Health Association" as subjects for his work.

Awards this year include prizes for both high school and college groups given by the local tuberculosis associations or committees to local winners, by the North Carolina Tuberculosis Association to state winners, and by the National Tuberculosis Association to the national winners. Highlights of the national prizes include a \$100 scholarship and a gold medal to the winner in the high school contest and \$50 cash and a gold medal to the winner in the college contest. State winners are to receive \$15 in the college contest and \$10 in the high school contest. Both the state and national association are giving many other awards to runners-up. The contest closes April 20.

Last year Miss Evelyn Love of Bennett College in Greensboro won first prize, both state and nationally, in the college contest. Over 500 high school students and some 75 college students in North Carolina took part in the 1940 contest and it is expected that even a larger group will participate this year.

Place of Physical Science In Elementary Teacher Education

By BARNETT J. W. GRIER

Physical Science Department, Fayetteville State Teachers College



WHAT is the status of the survey course in physical science, as a vital factor of the curriculum in elementary teacher education of our teachers colleges? This is a question of vital concern to curriculum experts, teachers of elementary education, teachers of the specialized physical sciences, and others. We must first have a very clear conception of the present status of elementary teacher education and in turn recognize the importance of physical science in accomplishing the purposes and aims of this curriculum. While making this statement, I am cognizant of the fact that the tendency now in evidence is close integration of work of elementary school, integration should be of problems, not of traditional subjects of study, science should aid other subjects to solve problems of life. The emphasis has, heretofore, been in the wrong place, not what science may contribute to act but to life. Education seeks to cause adjustment. A proper adjustment is one that enables the individual to react most satisfactorily to the stimuli that causes annoyances. Satisfaction results from activities that develop abilities to meet new situations. The committee of the National Society for the Study of Education states the aim of science teaching to be contributory to the aim of education, life enrichment. It recognizes the objectives of science teaching to be the functional understanding of the major generalizations of science and the development of associated scientific attitudes. Science, in other words should contribute to the seven cardinal principles of education. The obtaining of functional knowledge, which is a dynamic driving force, should be its chief purpose.

As you know, teacher education has suffered in the past from suppression by the liberal arts colleges, and found it very difficult to successfully develop, especially in the East. In the Middle West, where the liberal arts colleges were fewer in number and less powerful, the development of normal schools and teachers colleges took place, which was a great victory for higher academic standards in the education of teachers. As a result of this condition, we have an enormous increase in the number of teachers colleges and a rapid growth of the schools of education. In order to put education on the same footing as other divisions of the university, according to the fourth yearbook of the John Dewey Society, in addition to the needed facilities and equipment, we must have staff members recipients of several groups as the following:

1. Theorists in subject-matter areas.
2. Theorists in education.
3. Practitioners, such as superintendents of schools, teachers, principals, guidance workers, etc.
4. Students of both subject-matter and teaching, such as distinguished teachers of science, English, social science, and other subjects, who not only deal with the theoretical aspects of their work but also with teaching for illustrative or demonstration purposes.

It is necessary also that the teachers on the staff, possess a general education. It has been said that the teacher of physics who fails to go beyond into the field of metaphysics is missing the best opportunity. He should have the ability to think problematically. Mention has been made of the fact that most of the current ills

of democracy are due to the inability of its citizens to think problematically on social conditions.

Teacher education is in its developmental stages and proceeding with the promise of a great future with definite social changes and educational movements already on the way.

In order that a curriculum of physical science be effective in a growing elementary teacher education, in addition to equipment, facilities, etc., its teachers must be trained in the type of experiences needed for such a system of education. What kind of training must these teachers have? Some argue that they should be specialists in the teaching of the several sciences or in the survey courses, to those I say, the teachers education is too young to jump such a gap, and it would be defeating the very purpose of the institutions, with very definite indications about their inferiority to the subject-matter specialist and thus the liberal-arts colleges and universities. As a result they would never be able to compete with the prestige of the liberal-arts institutions or influence a portion of the brain of the nation toward the schools of education and teachers colleges. Some argue that the teachers of survey courses should be specialists in the subject-matter fields of specified sciences or general sciences. In the first case, it would be difficult for the survey course to maintain its chief purposes and aims, for staff members of this nature would be definitely inclined to a particular phase of the subject neglecting to a great extent other phases just as important as those used. In the second case, some question the validity of the belief that any individual is able to maintain a mastery in such a wide range as that

exemplified in the survey courses. They maintain that old traditional statement "There is no leader who leads in all fields, even in the physical sciences." Teachers in these courses must acclaim leadership in their fields if they ever expect to get recognition as competent staff members by other similar educational divisions. It is quite evident that the survey courses can not afford to suffer from either of these two points of view, since the very life and prestige will depend on the success of the staff members to make it a vital part of the curriculum. It seems from the very nature of the modern tendencies, it will take very little to denounce other features of the physical sciences, in the face of discontinuation of core courses of mathematics, which are very vital to any curriculum. This fact points to the near-sightedness of the modern educational philosophers and curriculum experts, as they feel that mathematics is only found in textbooks, which is definitely contradictory to the viewpoint of Dr. Rainich of the University of Michigan, who emphasized the inseparability of mathematics and life. Remember—education is life enrichment.

In view of the above evidence, I must emphasize the importance of staff members being students of both *subject-matter* and *teaching*, such as distinguished teachers of science, and others, who not only deal with the theoretical aspects of their work but also with the teaching for illustrative or demonstrative purposes.

A study was made by Anna M. Gemmill, the purpose of which was to *determine the training in science which elementary teachers should receive while in teacher-training institutions*. The study of an outline led to the formulation of three assumptions:

1. A student teacher can attain progressive growth in scientific knowledge of the world and its life.
2. A student teacher can develop ability to analyze the phenomena or natural science to enlarge science understandings, and finally to arrive at correct explanations of accuracy.

3. A student teacher can develop ability to help pupils to apply the experiences of principles of science to life situations within the range of the pupils own experiences.

On the basis of these assumptions a tentative survey course was constructed, with emphasizing generalizations or principles of science from the study of Craig. A sample of the course outline follows:

Man's Place In Space

I. Space is vast.

- A. The circumference of the universe is so great that even the smallest measurement assigned is beyond the imagination of man.
- B. The astronomical units used to measure the colossal distances of space must be much larger than terrestrial units.
- C. Using the light year as a unit of measure the light from the sun reaches the earth in about eight minutes, from the nearest star in 4.27 light years, and from more distant stars in many thousands of light years.

II. The earth is a small part of our galaxy of universe.

- A. The sun, planets, satellites, comets, and meteors, make up the solar system, which large as it is, is but a tiny dot in the universe of stars.
- B. The planets are similar in some respects but very unlike in other characteristics.

A study also was made by Robert J. Havighurst, the purpose of which was to *find out the nature of the survey courses of physical sciences and to point out the advantages and disadvantages*. Findings: Survey courses were placed into four classes: 1. Comprehensive. 2. Selective. 3. Analytical. 4. Descriptive.

Majority of these are comprehensive, encyclopedic in nature and gives an extensive survey of the topics within some broad field of knowledge. Such courses may be divided into sections under the guidance of specialists in the separate subjects.

Selective courses have a small number of topics or principles which form the framework. No attempt is made to cover the ground of the various sciences. This subject matter is on the basis of pressing student needs and interest.

Analytical courses study relationships which exist between facts and generalizations of pure science. Pure and applied sciences, science and philosophy, religion, morals, economics, politics and other aspects of human life. Such courses often contain considerable mathematics.

Descriptive courses present information. Without much attempt to show relationship. There seems to be no accepted pattern for teaching the survey course. Usually lectures, demonstrations and discussions groups are used. Each student has one teacher whom he is in close contact for the duration of the course, no matter how many teachers are called in.

Here at the Fayetteville Teachers College, we emphasize the *comprehensive* and the *analytic* classes of survey courses, attempting to give an extensive survey of a broad field of knowledge, dividing it up into sections and allowing specialists in separate fields to take charge when these parts come up in class lectures and demonstrations. The survey courses in science have been indicted on a number of scores. 1. Superficiality. 2. Lack of rigorousness. 3. Failure to take sufficient account of individual student differences. 4. Inadequacy of teachers usually trained in only one subject-matter field. 5. Non-coöperation of specialists in producing an integrated learning experience. These have constantly been seen to be difficulties which must be overcome by the new surveys. The purpose of the ideal survey course is to cut across departmental boundaries, introducing students to a part of modern culture, integrating this part with others, and stimulating students to further self-propelled study and exploration. Integration of knowledge, in the final analysis depends upon the ability of the instructor to perform the integration. To teach a science survey course effectively requires of the instructor continual effort to integrate his scientific knowledge with the problems of the human society. There has been experienced great difficulty in solving the problems of the survey courses,

(Continued on Page 18)

A Proposed Conference For College Classroom Teachers

By M. F. SHUTE

Instructor of Chemistry, Barber Scotia College

IN the college section of the 1940 meeting of the North Carolina Teachers' Association, the desirability of organizing a conference for college classroom teachers was discussed. This conference, initially, is to be composed of the classroom teachers of the colleges of the State of North Carolina, with the hope that in the course of time its growth may make practicable the extension of it to the proportions of a national organization. In it such problems as methods of improving the techniques of teaching; methods of stimulating intellectual growth among teachers; and the developing of a more healthy social life for teachers will be discussed, along with many other problems which should tend toward an improvement in the efficiency of the classroom teacher, and more especially, suggest ways and means by which the teacher-student relationships may be improved.

As a result of the discussion of this proposed conference, which, incidentally, was suggested by the then chairman of the college section, the group requested of its executive committee that it make a survey in order to determine the attitude of the classroom teachers of the colleges of North Carolina toward the organization of this conference. Accordingly, a questionnaire was sent to the various colleges of the State in an attempt to determine whether or not the conference was desirable. The classroom teachers were also asked to suggest any problems which in their opinion should be discussed at the conference, along with any additional features which should be included as a part of the organization.

Among the problems stated and features suggested, by instructors

in those schools that returned the questionnaire, it was a delight to note the earnestness with which the teachers are seeking means by which they can be of more service to their students. Of the questionnaires returned only four out of a relatively large number replied in the negative to the question regarding the organization of the college classroom teachers' conference. There were, however, varied opinions as to the manner in which the conference should operate. Some thought that it should be so conducted that teachers in various fields might gather in separate sections in order that they may discuss those problems peculiar to their particular subjects. This was thought by one communicant to be really the most effective type of conference. In several cases this was found to be the only basis upon which the interest of the communicants could be evoked. In one instance it was suggested that a section for librarians be set aside.

The fact that there were so many teachers who were desirous of meeting to discuss problems of teaching in their own particular fields shows the eagerness with which these teachers seek to acquire new techniques and devices for making the subject matter presented by them, more and more intelligible to the student. It further indicates that these teachers wish not only to raise the standard of teaching efficiency, but they also seek means of keeping pace with the current advances in their respective fields, as the following quoted problem shows; "the establishment of research agencies to stimulate intellectual growth among college teachers." Another suggested problem along this same general line of thought was stated as follows: "Clarification of aims and objectives in given fields; and

the validity of materials ordinarily used, and any specific variations therefrom, in testing materials."

A second group of communicants showed a more personal interest in the student, both as a learner and as a "personality," as the problems listed below will show. These problems indicate that the classroom teacher looks upon the student, not as a means of obtaining a livelihood for himself, but as a means of serving, and helping to shape the destiny of the human race. Many students are regarded as potential leaders of the race, and simply need the wise counsel, guidance, and encouragement of a sympathetic teacher. Many students encounter difficulties in pursuing orthodox college courses. However, if they are shown how to develop correct habits of study, and encouraged along the lines of their natural aptitudes, they are very often enabled to find themselves in later life. They may become successful in life simply because of the guidance of a teacher who started them on the right path.

That thoughts such as these are a part of the life of a classroom teacher may be shown by the problems listed below:

1. Guidance as the teacher's responsibility.
2. The problem of study habits, and how to motivate students in specific areas and fields.
3. Democracy in the classroom.
4. How to improve the technique of evaluation.
5. What constitutes a good learning situation.
6. How to help failing students.
7. The attitude of students and teachers.
8. Improvement in general reading ability. The ability to interpret the printed page.
9. Personality development of the college student.

10. Sex education and courses in marriage preparation.

Finally a last group of teachers in returning the questionnaire showed an interest in serving their fellow-men that extended far beyond the confines of their respective classrooms. Their interests encompassed the men, women, and children in the several communities in which they found themselves, and took in many of the problems which affected the Negro race as a whole. They seem to feel it a mark of a good teacher to take part in community activities for the betterment, and the retention of the rights and privileges of his race. As a leader the teacher must set the example. He must show how things should be accomplished.

As illustrations showing this innate desire for greater service on the part of college teachers three problems are listed:

1. How to stimulate greater "citizenship consciousness" among high school and college students.

2. Participation in the N. A. A. C. P. fight for equalization of pay for Negro teachers in the public school system of North Carolina.

3. Articulation of high school and college curricula.

From such divergent points of view there are possibilities for tremendous good coming out of this conference for the classroom teachers of the colleges of North Carolina.

In as much as it was the consensus of the vast majority of teachers that the conference be held as a part of the North Carolina Negro Teachers Association, it is desirable that the faculty of each college send a representative to the association as its delegate to the College Classroom Teachers Conference.

The Place of Physical Science In Elementary Teacher Education

(Continued from Page 16)

due to fact that in the first place, general education, of which the course is a part, is not clearly defined, as a result, it is not easy to predict the future of the survey courses. Experimentation with these courses is in progress in both secondary schools as well as colleges. It seems plausible that much, which is now a part of the

college course, will find its place ultimately in the secondary school. It is felt by many that the survey course of physical science should be increased to two years, which would probably help solve the problems of its superficiality, lack of rigorousness and individual student differences and possibly others.

As teachers, we represent the difference between failure and success of the physical science survey course.

Planning Instructions In Farm Shop

(Continued from Page 9)

operation and reliability of dealers in the community, etc.

2. A study of farm water supply, pumps, wells (open and close)—the advantage and disadvantage of each.

3. A study of the value of horse and power machinery and decide which one should be used. Decide what kind and how much should be bought.

4. A study of the type of terraces needed in community, fencing equipment, and the construction of suitable terraces.

5. Deciding whether it would be economical to rebuild, repair old pieces of equipment, or replace them with new pieces.

6. A study of rural electrification.

7. A study of farm building material, etc.

8. A study of making discarded articles into useful ones.

In conclusion, I would like to recommend that vocational agriculture, with a well-equipped farm shop be placed in every rural high school where the enrollment justifies, so that the rural youth will have the same opportunity as the urban youth to do the jobs that are profitable. This may be done by a cooperative effort of all state and county educational leaders and the leading citizens of the respective communities. Again, I would like to say, on the basis of research and experience as a vocational agriculture student, a teacher of vocational agriculture for five and a half years and farm shop teacher trainer for three years, that a well organized vocational program in all rural high

schools would enable the rural youth to compete with the urban youth and improve the citizenship throughout the State.

Corrective Instruction In Reading In English

(Continued from Page 8)

voted to reading and teacher-pupil conferences instead of recitations. Pupils spend time reading materials of interest to them and herein is an opportunity for real pleasure and self-entertainment. As few restrictions and requirements that interfere with independent reading should be used as possible.

The conferences guide tastes, discover interests, suggest selections, and help in locating materials. The teacher must know the reading practices of the pupils. To facilitate this, use form illustrated in appendix p. B. The teacher should fill out these forms herself.

Materials: A large variety of reading materials is necessary and herein is a difficulty for most teachers. A classroom library consisting of books of information, books of fiction, short stories, magazines, newspapers, etc., is desirable and will be set up in my school. Book lists are helpful here. The National Council of Teachers of English, the American Library Association and the Progressive Education Association have lists that are helpful in that they are grouped on interests of boys and girls, grade levels, etc. Dr. Strang's book⁷ carries a full list of reading materials which might be consulted in setting up the classroom library. For simplified vocabulary the Thorndike Series and the Scott Foresman Series are helpful—to mention two of a large number.

Evaluation: Students should not be required to do formal book reports or compositions. The evaluation comes through noted reactions obtained in conferences. To determine the improvement in reading taste and interest in reading, a cumulative reading record kept for each student over the years is worthwhile.

Other units designed to improve comprehension of various types of

⁷ Ruth Strang, *op. cit.*, pp. 273-316.

materials, to increase rate of reading, and to improve oral reading are practical.

Another suggested unit that likewise could profitably be given all groups is one on the use of books.⁸ This is a reading-study unit.

Objective: to increase efficiency in the use of books for study purposes; to familiarize pupils with aids to the use of books; to provide practice in the use of various parts of a book and to provide training in the use of books for reference purposes.

Techniques of Instruction: The theory of instruction underlying this unit is that pupils learn to use books more readily through practice than through oral or written direction.

Activities to Teach the Use of Books:

1. Practice in using table of contents:
 - (a) Use the table of contents to select books dealing with a list of topics suggested by the teacher.
 - (b) Use the table of contents to find pages dealing with given topics.
 - (c) Use the table of contents to gain a general conception of the contents of a book.
2. Practice in using indexes:
 - (a) Use the indexes of several books to prepare a list of page references on a given topic.
 - (b) Using the index of a book, prepare a list of the pages on which discussions of several topics may be found.
3. Practice in the use of chapter titles, paragraph headings and marginal notes:
 - (a) Study a number of passages to see how chapter titles, paragraph headings and marginal notes indicate content of passages.
 - (b) Practice using chapter titles, paragraph headings and marginal notes as aids in becoming familiar with the content of a passage before reading it.
4. Guidance in comparing graphs, pictures and other illustrations with passages which accompany them.
 - (a) Examine a number of books to determine types of illustrations used in them.
 - (b) Examine several passages of descriptive material accompanying illustrations and note the relations of illustrations to passages.
 - (c) Using both illustrations and descriptive passages find answers to questions or solution to problems.
5. Practice in assembling information from several sources:
 - (a) Compile a bibliography on a given topic.
 - (b) Prepare from several sources a

set of notes on a given topic or problem.

- (c) Organize into a summary statement the information upon a question or problem found in several sources.

6. Guidance in evaluating sources:

- (a) Read several sources on a controversial issue — for example, *Franklin's Discovery of Electricity*. Note variations and evaluate them by considering:
 - (1) Differing points of view.
 - (2) Copyright dates.
 - (3) Standing of author.
 - (4) General tone of books.
 - (5) Proofs stated.

This unit may very successfully be correlated with study activities and materials used in other subjects.

The Eight-Year Study shows the emphasis to be upon development of interests, critical judgment and enjoyment indicative of purposeful reading. Since most of our students are greatly lacking in interest due to limited experiences, a suggestion or two on interests per se will be pertinent to the situation. Many studies on the subject of interests and tastes are revealing. Elder and Carpenter in a study at the Julia Richmond High School revealed the fact that the girls there prefer fiction to any other kind of book. Listed in the order of preference were: (1) mystery stories, (2) love stories, (3) character stories, (4) school stories, (5) home stories, and (6) fairy stories.

Jordan⁹ found over a period of fifteen years "slight changes in fundamental interests." Boys love adventure, sports, humor, the wonderful in invention, the marvelous in nature and to less extent romantic fiction. Girls like romantic fiction, home, school and fairy stories, nice stories, and to less extent, adventure stories.

Center and Persons list the following ten books in order as favorites of 46,972 pupils studied in New York in 1936. (1) *The Call of the Wild*, (2) *Tom Sawyer*, (3) *Alice Adams*, (4) *David Copperfield*, (5) *Seventeen*, (6) *Three Musketeers*, (7) *The Count of Monte Cristo*, (8) *Huckleberry Finn*, (9) *The Good Earth*, (10) *Adventures of Sherlock Holmes*.

Edls in 1937 studied 17,338 pupils from 198 high schools located

in every state to see what magazines are listed in the order of their standing for boys and for girls:

Boys	Girls
<i>Readers Digest</i>	1. <i>Readers Digest</i>
<i>Life</i>	2. <i>Life</i>
<i>Popular Mechanics</i>	3. <i>Good Housekeeping</i>
<i>Time</i>	4. <i>American Magazine</i>
<i>Popular Science Monthly</i>	5. <i>Literary Digest</i>
<i>American Magazine</i>	6. <i>Ladies' Home Journal</i>
<i>Colliers</i>	7. <i>McCall's Magazine</i>
<i>The American Boy</i>	8. <i>Time</i>
<i>Boy's Life</i>	9. <i>Cosmopolitan</i>
<i>Literary Digest</i>	10. <i>Colliers</i>
<i>Esquire</i>	11. <i>National Geographic</i>
<i>Saturday Evening Post</i>	13. <i>Pictorial Review</i>

Malchow¹⁰ in a 1937 study of reading interests of boys and girls of junior high school gives very helpful information. Boys are interested in (1) stories of animals, (2) variety and number of adventures, (3) tales of boys and girls who find themselves in mischief and trouble, (4) stories which introduce new places, people, and customs, (5) books about war and fighting, (6) stories about real boys, (7) episodes of great action, and (8) humorous pranks and predicament. Other interests listed but not frequently enough to warrant definite places are life in the past, school, life on the river, outdoor stories, cowboys, life on the sea, queer people, good times in groups, science, Indians, pioneers, vocations, family or home life, style of the story, kidnapping, knights, kind deeds and sadness. Boys show more originality and greater variety in reasons for preference than girls. Girls are interested in (1) stories of mystery, (2) accounts of home life, (3) stories of every day life or affairs, (4) variety and number of adventures, (5) tales of boys and girls who found themselves in mischief and trouble, (6) humorous predicaments and pranks, (7) books that introduce new places, people and customs, and (8) accounts of poor and downtrodden people. Other interests listed less often are persons of their own ages, new things to do, tomboys, sadness, the unusual or

⁸ James C. McCallister, *op. cit.*, pp. 175-177.

⁹ Gray, *op. cit.*, 222.

¹⁰ Evangeline C. Malchow: *Reading Interests of Junior High School Pupils*, *School Review* XLV (March, 1937), pp. 175-185.

strange, exploring, danger, sports, pirates, war, development of character, style, lesson taught, and sequels to popular stories.

These conclusions may be drawn from the study: Their (boys and girls) heroes and heroines must be adventurous. They admire cleverness though it differs in types for the two sexes. For boys cleverness means the ability to outwit someone and to get by with mischief, while for girls it means brightness in school, ability to express one's self, ability to get along with others in a social way. Both sexes demand kindness and considerateness. For girls heroines must be successful in small rivalries and in winning social approval, but for boys heroines must be ambitious.

Significant to the teacher are these inferences drawn from studies of interests of high school boys and girls, that sex factors do influence interests decidedly. Interests vary with intelligence likewise. Students of high mentality have wider and more varied interests. The level of interests of high school students (and for all groups—teachers included) is much too low. But it is generally agreed that secondary schools can, through reading programs, improve the interests of boys and girls. The idea is to meet them where they are and guide them from there, by helping them to overcome reading deficiencies, to higher levels of interests and thus, to wider and richer experiences in reading.

Council Against Intolerance Holds Conference

The Council Against Intolerance in America, in cooperation with educational and civic leaders of North Carolina, held a Regional Conference on "Tolerance Through Education" at the Washington Duke Hotel in Durham on Saturday, March 1st.

Among the speakers at the two general sessions were: Brigadier General Lewis Hershey, Deputy Director Selective Service System; Dr. Frank Graham, President, the University of North Carolina; Dr. Alonzo Myers, Chairman of the Department of Higher Education,

New York University; Mr. James Waterman Wise, Research Consultant of the Council Against Intolerance, and Dr. Howard Beal, Professor of History, the University of North Carolina.

Panel subjects were: "Home and School—adult attitudes and how they influence children's behaviour"; "How sensitive is youth to attitudes of intolerance—youth demonstration"; "Techniques of teaching tolerance" and "The Teacher and the Community—How can the teacher serve the community and how can the community serve the teacher?" Leaders of panel number one were Mrs. Bess N. Rosa, Women's College of the University of North Carolina; of number three, Dr. Carson Ryan, Director of the School of Education, University of North Carolina.

The Conference, which is one of a series being held in different sections of the United States under the auspices of the Council, has two purposes: First, it will highlight the dangers of intolerance to our national unity and will furnish inspiration to teachers in combatting this undemocratic spirit. Second, it will give teachers specific help in developing a positive program in teaching the American principles of tolerance and equality.

North Carolina sponsors for the Conference included:

Mrs. Doyle D. Alley, President, North Carolina Parent-Teacher Association.

Margery Alexander, Vice-President, National Classroom Teachers Association.

Mrs. Walter Allen, Classroom Teacher, Hendersonville, North Carolina.

W. E. Bird, Dean, State Teachers College, Cullowhee.

Howard K. Beal, University of North Carolina, Chapel Hill, North Carolina.

Hunter B. Blakely, President, Queens College, Charlotte, North Carolina.

Lee M. Brooks, University of North Carolina.

M. L. Combs, President, Mary Washington College, Fredericksburg, Virginia.

Clyde A. Erwin, State Superintendent of Public Instruction.

Mrs. Ruth Vick Everett, North Carolina Education Association.

Frank Foster, President, Asheville College, Asheville, North Carolina.

Frank Graham, President, University of North Carolina, Chapel Hill, N. C.

Dean R. B. House, University of North Carolina, Chapel Hill, N. C.

Russell Grumman, University of North Carolina, Chapel Hill, N. C.

P. H. Gwynn, Jr., Davidson College.

R. J. M. Hobbs, University of North Carolina, Chapel Hill, N. C.

A. W. Honeycutt, Superintendent of Schools, Chapel Hill, N. C.

Edgar Knight, University of North Carolina, Chapel Hill, N. C.

J. H. Knox, Superintendent of Schools, Salisbury, N. C.

Paul Linebarger, Duke University.

Mrs. Annie Laurie MacDonald, Hickory, N. C.

Ralph MacDonald, University of North Carolina, Chapel Hill, N. C.

George McKie, University of North Carolina, Chapel Hill, N. C.

Mrs. Howard Mims, Classroom teacher, Greenville, N. C.

Ethel Perkins, Classroom teacher, Lexington, N. C.

D. W. Peters, President, State Teachers College, Radford, N. C.

Douglas Poteat, Duke University.

A. M. Proctor, Duke University.

Phillips Russell, University of North Carolina, Chapel Hill, N. C.

Carson Ryan, University of North Carolina, Chapel Hill, N. C.

Charles C. Sherrod, President, State Teachers College, Johnson, Tennessee.

Mrs. Caddie Townsend, Classroom teacher, Hickory, N. C.

Rupert Vance, University of North Carolina, Chapel Hill, N. C.

Newman White, Duke University.

On Sun-Dodger Force

Nit: "Do you work in the shirt factory?"

Wit: "Yes."

Nit: "Why aren't you working today?"

Wit: "We're making nightshirts this week."

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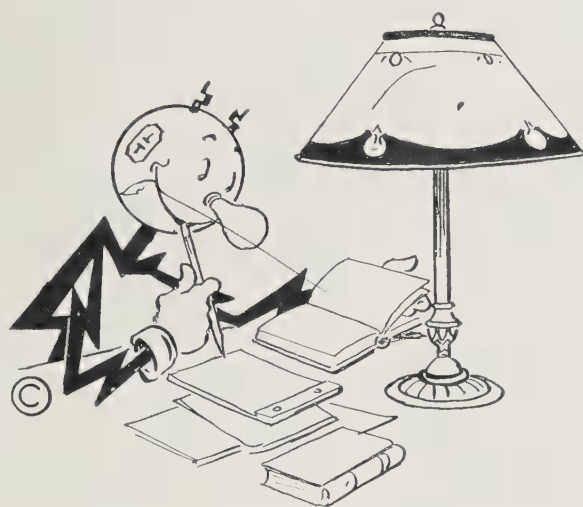
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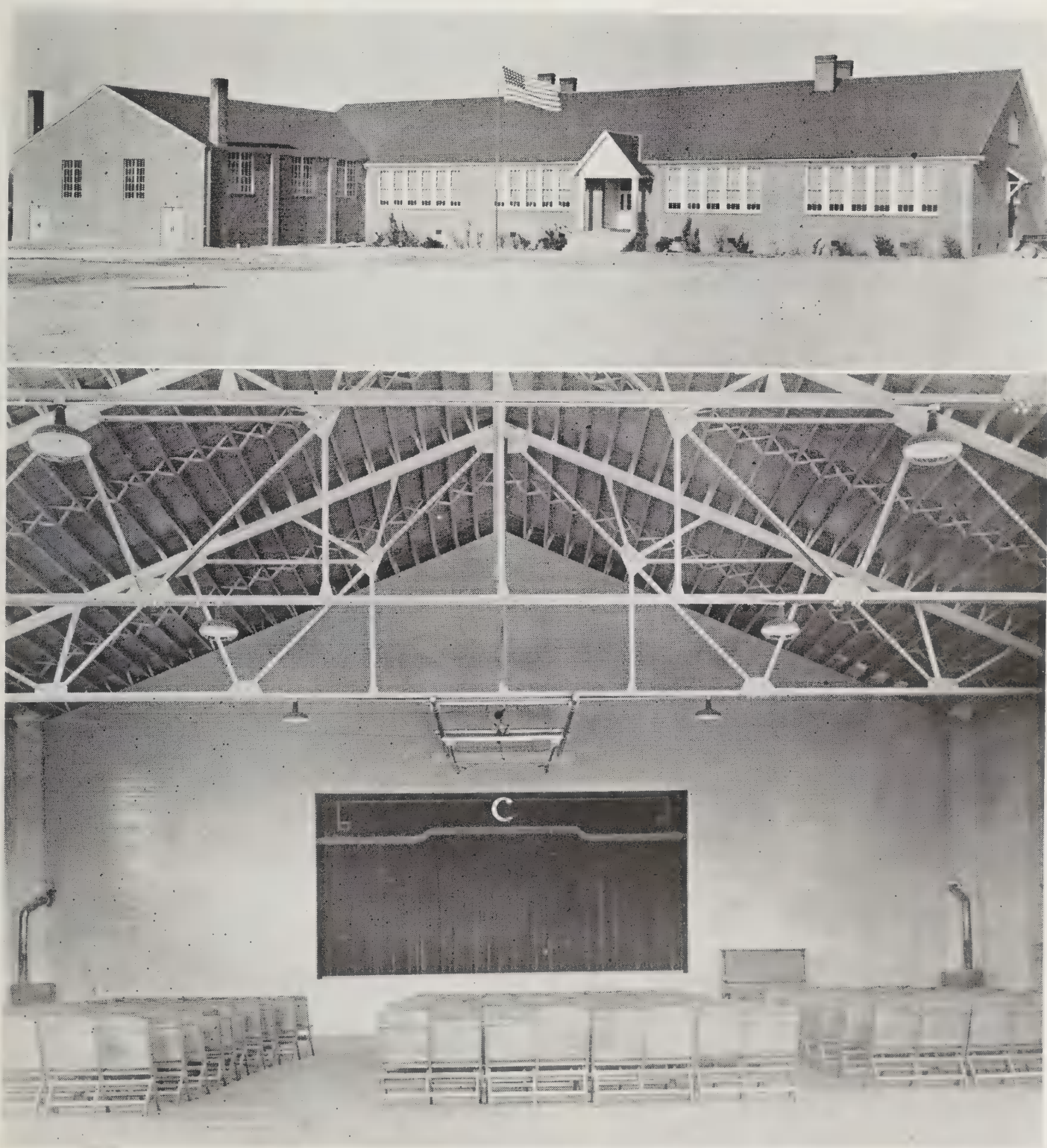
Volume XII
Number 3

North Carolina

May
1941

Teachers Record

Official Publication of the North Carolina Negro Teachers Association



JOHN CHAVIS SCHOOL, CHERRYVILLE, W. H. GREEN, *Principal*

POEMS - - by Caroline Kitt Drake

White Road

When the spring spreads over field and hill,
And the clover calls to the bee,
I long to wander from place to place,
For the white road calls to me.

Like the call of the wild to the forest folk,
Like the caged bird longs to be free,
The trees, the brooks, and even the sky
And the white road calls to me.

Perhaps some day when its spring again,
As the sailor goes out to sea,
I, too, shall answer the urging call
When the white road calls to me.

—CAROLINE KITT DRAKE.

Morning

Morning is the nicest part
Of all the day to me,
For morning gives us promise
Of the day that is to be.
I like to feel the spicy, morning
Air upon my cheek.
I like to breathe the morning air,
To me it is so sweet!

The little sparkling dewdrops
Shine like jewels in the sun,
And the soft-hued fragrant flowers—
God! I love them every one.
The whole earth has the fragrance
Of a baby, newly born.
For new life is given to it
With the coming of each morn.

Morning soon gives way to day
With its golden gifts—how rare!
But it also has unpleasant things
Of which we take our share.
But—morning is the nicest part
Of all the day to me.
It gives us golden promise
Of the day that is to be!

—CAROLINE KITT DRAKE.

For Spring

I let the feverish breath of summer scorch me,
Have basked in shady nooks from day to day.

Have watched the autumn paint the leaves and pluck
them
And drop them—like a ruthless child at play.

I've let the snowflakes fall on me and chill me,
Have trembled under winter's icy sting.

Summer, winter, autumn—all I've lived through
And now I wait to greet the queen, the spring.

—CAROLINE KITT DRAKE.

Country Doctor

"Good day, Doc. Who's ailin' now?"
Was it Marthy's pellagra or Jim Jett's cow?

The country doctor. He still was quite tall
Tho' his shoulders were bent till they weren't there
at all.

His shoes had been cut to make room for his toes,
His glasses set crooked just half-way his nose.

The sleeves and legs of his coat and pants
Had grown so short that there wasn't a chance

Of hiding his bristled legs and arms
Around both of which he wore snake charms.

Daily he loped with two black bags,
Steadily loped with a shuffle and a drag.

Over the hillside; and as he went,
He left the air strong with liniment.

Past barbed-wire fences beyond the glass,
Rabbits and grasshoppers watched as he passed.

The country doctor, the hillside knew
There was nothing his liniment and salve couldn't do.

From each farm they hailed him as he passed
Still shuffling along in the edge of the grass,

"Good day, Doc. Who's ailin' now?"
Is it Marthy's pellagra or Jim Jett's cow?"

—CAROLINE KITT DRAKE.

North Carolina Teachers Record

OFFICIAL PUBLICATION of the NORTH CAROLINA NEGRO TEACHERS ASSOCIATION

VOLUME XII

MAY, 1941

No. 3

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MINUTES OF THE GENERAL SESSIONS of the *Sixtieth Annual Meeting, North Carolina Negro Teachers Association*

Greensboro, April 10-12, 1941

By MISS BESSYE T. SHIELDS

THE first general session of the sixtieth annual meeting of the North Carolina Negro Teachers Association convened in the Richard B. Harrison Auditorium of the A. and T. College, with President Bluford presiding for the first part which included: welcome by Mayor Huger King who expressed his high regard for an organization which is able to celebrate its sixtieth anniversary. Mayor King gave us a most hearty welcome. Other welcome addresses were given by President D. D. Jones of Bennett College and Mr. J. A. Tarpley, Supervising Principal of Greensboro City Schools. Mr. Tarpley assured us that our being there was not only a pleasure for them, but the meeting would mean a great professional stimulation to the teachers of Greensboro and Guilford County. He quoted several noted educators as to their ideas concerning a transition of our schools, as well as bringing to our minds organizations having been responsible for certain types of study relative to our schools. He concluded by saying "I am confident that this association and other similar bodies over the country will be glad to join in these and other great movements with the results that throughout our land education and democracy will march hand and hand toward the goal of making our country a land of freedom, of opportunity and of happiness. It is in this hope that we extend to you a hearty welcome to convene with us here in Greensboro for this annual meeting of our Negro Teachers Association."

RESPONSE

Dean J. T. Taylor of North Carolina College, Durham, was

presented to give the response to these words of welcome coming from our hosts. Said he, "On behalf of the officers of the association and the more than 7,000 Negro teachers, we accept these courteous and kind words of welcome. He further said, "Words of others have brought to our mind our general theme, 'Educating for the Common Defense.' " The money being spent to educate and train our Negro youth is one of the most essential things we can have, along with that it is more essential that better standards of work be provided.

If we are to strengthen the bulwark of our State and nation, equal opportunities for work and service need to be granted. Negroes are eager and willing to participate in national defense, we have spent money for that. Negroes stand loyal and devoted to America, they want a chance to participate fully in the defense of our country. While the members of the white race stand divided over entrance, staying out of the war or aid to the allies, we Negroes are thinking of the fact that if, and when we get into the war, will we receive an opportunity to do our share.

It is with the spirit of cooperation and good will that I accept these words of welcome and that in the spirit of traditional America, we believe the hopes, ideals and aspirations of 7,000 or more teachers and other Negroes will come true. I say to you as you travel to and from this meeting that you carry the hopes, desires and wishes of Negro citizens from these teachers represent, and when history is written it may be said of this sixtieth anniversary, that this go down as our best hour. That all Americans lived so mag-

nificently and that this really is our finest hour.

The A Cappella Choir of A. and T. College beautifully rendered Noah F. Ryder's arrangement of "My Soul Just Couldn't Be Contented." President Bluford then presented Mrs. Rose D. Aggrey, president of the association, to the audience. Mrs. Aggrey stated that this "was a most moment to enjoy the hospitality afforded here. Someone has said that meetings have a two-fold purpose: 1. A carry-over of things from the previous year; 2. Inspiration. We have certainly been inspired since being here. She then presented to us Mr. N. C. Larabee of the Student Division of NYA.

Mr. Larabee's Address:

WHAT THE NYA IS DOING FOR NEGROES

"What you in Negro education receive from NYA" was very impressively given the group. He told us that NYA is a field set-up for aid, trying to make possible the equality of opportunity and that North Carolina is spending almost three-fourths of a million dollars. There are approximately 554 schools using NYA, and Negroes are receiving over one-third of the funds. He further gave us a picture of the advantages, the amounts which may be earned through NYA. Our Negro colleges received \$855 out of a recent increase in order to help others help themselves.

COMPARISON. He gave us a comparison of Negroes receiving NYA aid as to whites. In his comparison of scholastic work, he stated that NYA students exceed non-NYA students in their scholastic achievements, thus bringing to our minds the fact that all of the best students are

not non-self-help students. Finally, he made an appeal to school principals and teachers to take time to plan NYA work so as to carry out a good systematic efficient program. He also suggested that it might prove a good plan for the principal to allow some active teacher to plan the program, so as to include other things except janitorial work, for there are so many finer things in life. Here he quoted the words of Booker T. Washington: "We shall prosper just as long as we glorify and dignify labor."

MENTION MADE OF NEGRO COLLEGE STUDENTS. Negro college students who have worked on NYA were mentioned. He urged us to give them all the cooperation possible in helping to put over this worthwhile program, in turn help them to help boys and girls or our youth to help themselves.

Mrs. Aggrey expressed appreciation to Mr. Larabee for the inspirational address and invited him to attend other sessions. She then presented Dr. Nelson H. Harris of Shaw University who was to present Dr. Raleigh Schorling, Professor of Education of University of Michigan, our guest speaker for the evening. Dr. Harris presented him as being a man representative of one of the most outstanding personalities in the field of education. He is recognized as a great teacher, a friend, and one who is interested in problems not only in Michigan but nation-wide.

Dr. Schorling's Address: "Responsibility of Teachers and Schools in the Present Emergency."

Dr. Schorling, who had visited several schools in Raleigh with Dr. Harris prior to coming to this meeting, praised the schools and the type of work. He also stated that this trip had brought much joy, renewing fellowship with former students, thus giving him a real reason to feel proud.

His address was based on three assumptions as follows: (1) That our government is correct in its foreign policies and that these men are loyal. History tells us that a whole nation cannot go wrong. He had visited schools in Germany less than six months ago and the Germans are united.

2. That our main goal is the defense of democracy. It is the goal as most of our people do not express democracy, which is one of the few things worth living and dying for.

3. That we live in the land in which we are particularly fortunate in that it holds out hope that we may be given a chance to create a better world. Historians have found much in Negro history to interest them.

"Learning to live together is complicated," said he. The morale of a nation goes directly to the community and the schools play a great part here in enriching the program.

What can teachers do? Provide experiences in democratic living within the four walls of the classroom. Many classrooms have a long way to go in providing democratic practices.

Specifications for democratic classroom as stated by Dr. Schorling are: Teacher has respect for personality — one who has faith and conviction that under proper conditions the pupils will make the right response.

Respect for opinion — cooperative thinking. Teachers should be interested in normal growth rather than academic achievement. Pupils have a large part in planning-group discussions-school management. Teachers can delegate responsibilities and see that they are done in the best quality. Give them experiences bringing out practice in accepting a vote of the majority, but also regarding the rights of the minority.

Health Improvement — The school can do a great deal by building a sound mental health program—that is why one nation has been so easily conquered, unsound health practices. 1. Don't try to build mental health without physical health. Here he gave several illustrations growing out of visits during the day. Most health habits can be fixed with little expense, for example: 2. Making the school an attractive place. 3. Bring curriculum closer to human needs — this is where we can make use of our homemaking departments. Liberal culture has to come from many different experiences. People learn through experiences brought out in children. 4. Chang-

ing methods—use of work periods. The way in which we handle our classrooms.

Summarizing his address he left us these final thoughts:

1. That if we are to do our part as teachers and schools, that we can go forward with long struggle in finding out what is meant by practice in democratic living.

2. The best sort of defense a people can have is its mental health.

3. The best sort of defense for a people is to do supremely well in war times, what we are to do or what we do in times of peace.

President Aggrey graciously thanked Dr. Schorling and in turn announced the following committees: Time and Place, Pres. F. L. Atkins, Chairman; Nomination, Mr. W. B. Wicker, Chairman; Honoring Teachers for Long Years of Service, Mrs. O. R. Pope, Chairman; Resolutions Committee had already been appointed prior to this date with Mr. A. Henningburg, Chairman.

Dr. J. A. Cotton, Treasurer of this association and now president of Knoxville College, Tenn., was presented to the group. Dr. Mason, financial secretary of Livingstone College, a friend of Fred Douglas and the late Dr. J. C. Price, was presented to the audience also.

Music for this first general session was furnished by the Men's Glee Club and the A Cappella Choir of the A. and T. College. The meeting adjourned with benediction by Dr. Cotton.

MINUTES SECOND GENERAL SESSION

The second general session of the North Carolina Negro Teachers Association convened in the Richard B. Harrison Auditorium Friday, April 11, at 2:30 p.m. The meeting was opened with music selections by the chorus of the Lee County Training School, Sanford, N. C., Mr. James Derr, director and accompanist.

Mr. A. J. Taylor of the Boy Scouts of America, brought us greetings. He stated his joy in coming to this group to note the work we are doing, which better fits us to do that which needs to be done. He urged us to try and see that the Boy Scout group is

(Continued on Page 14)

A Unit On Birds

As Taught in the Second Grade at the C. G. White High School
In Powellsville, N. C.

By W. O'DELL SPELLMAN

Motto:

"Use what talent you possess; the woods would be very silent if no birds sang there but those that sang the best."
—Carleton.

Major Function:

Adaptation of life to the social forces of nature.

Approach:

Placing large beautifully colored pictures of birds all around the room. The children walked around the room discussing the pictures. The children said the "chickens and birds" were very pretty. When asked if the rooster and hens were birds all exclaimed they were not birds but just chickens.

Proposed Initiation:

A story was read to the children about "Tommy's Big Bird," which was a hen. From that they wanted to learn all about birds.

WHAT THE CHILDREN WANTED TO KNOW ABOUT BIRDS

1. Is a chicken a bird?
2. What birds are helpful?
3. What birds are harmful?
4. What birds stay with us all winter?
5. What birds leave us in winter?
6. Why are chickens, geese, ducks and turkeys birds?
7. How do birds keep warm in winter?
8. How are their nests made?
9. How do birds learn to fly?
10. What do birds eat?
11. How to tell one bird from another.

The children wanted these questions put on a chart in order to keep them. A problem arose as to how the answers could be found. These were the answers: 1. We can read books. 2. We can ask some one. 3. We can write for help.

DOMINATING PURPOSE OF CHILDREN

To find out what characterizes a bird.

To find out how domestic birds (as chickens, geese, ducks, turkeys, etc.) differ from other birds.

To find out where different birds live.

(a) Their method of food getting.

(b) How birds differ.

(c) Value of birds.

(d) The similarity of birds.

To learn about local birds.

(a) Birds that stay with us all winter.

(b) Birds that fly away when winter comes.

To appreciate beautiful birds that we do not see in Powellsville.

To compare the traits of birds with people.

(a) Taking baths.

(b) Means of protection throughout the seasons.

To see a need of protecting the birds.

Studying Local Birds as:

Hens, ducks, robins, owls, humming birds, crows, woodpeckers, sparrows, blackbirds, hawks, vultures, etc.

The Parts of a Bird:

1. Legs, feet, body, head. (Charts showing the kinds of feet, heads, bills and the adaptation. Also the anatomy.)

(a) The hen's feet are adapted for walking.

(b) The hawk's feet are adapted for seizing.

(c) Geese, ducks and swan's feet are adapted for swimming.

(d) The eagle's feet are adapted for tearing and seizing their prey.

The Value of Feathers to the Bird:

(a) Feathers protect the bird as clothes protect you boys and girls.

(b) Birds molt in summer.

(c) Feathers are a means of protective coloration.

(d) The male birds are lighter than the females.

Studying the Birds' Nests:

(a) Animals such as foxes, bears, minks, weasels, forest fires.

How Birds Help us:

(a) They destroy weed seeds, wild fruit.

(b) They eat harmful insects.

(c) They sing beautiful songs.

(d) Used for food.

(e) We eat their eggs.

(f) We use their feathers for clothing and to decorate hats.

(g) We use their feathers in pillows.

(h) Used for oil.

Birds Differ:

(a) Color.

(b) Size.

(c) Form.

(d) Song.

(e) Plumage.

(f) Usefulness.

(g) Method of flying (birds that soar, sail, dive.)

(h) Methods in securing livelihood.

Similarity:

(a) All birds have feathers, lay eggs, have two legs.

(b) Kinds of nest built by different birds.

(c) Type of material used in making nests.

(d) The place of building nests. Reasons for locating different spots.

(e) All birds don't have nests especially domestic birds.

Food:

Birds eat insects, seeds, bread crumbs, grain, fruit, some chickens, small animals and berries.

Migration:

Reasons for migration.

(a) Birds travel from place to place in search of food, warmer climate.

(b) Naming the birds that migrate—night hawk, etc.

(c) Places of migration.

(d) Meaning of the "word" migration.

Enemies of Birds:

(a) Man is the worst for he uses birds for food and plumage.

(b) Parasitic animals.

(c) Diseases.

Classification:

Runners.

Divers.

Swimmers.

Waders.

Scratchers.

Birds of prey.

Climbers.

Swifts.

Perchers.

Habitat:

1. Land.

2. Water.

3. Shores.

4. Banks.

5. Streams.

Expression:

1. Owl—stately, wise, like a judge.

2. Peacock—proud, struts.

3. Turkey—proud.

4. Robin—bold.

5. Sparrow—timid.

WORDS THE CHILDREN CAN SPELL AND RECOGNIZE

1. Birds.

2. Nest.

3. Eggs.

4. Robin.

5. Wood.

6. Woodpecker.

7. Sparrow.

8. Chick.

9. Chicken.

10. Hen.

11. Rooster.

12. Cock.

13. Goose.

14. Gander.

15. Duck.

16. Drake.

17. Geese.

18. Owl.

19. Eagle.

20. Ostrich.

21. Turkey.

22. Gobbler.

23. Pigeon.

24. Insects.

25. Crow.

26. Feathers.

27. Seeds.

28. Swan.

29. Partridge.

30. Blackbird.

31. Grasshopper.

32. Barnyard.

33. Wren.

34. Beetle.

35. Bug.

36. Worm.

37. House.

Stories:

(First ten from "Forty Famous Stories," H. A. Mertz.)

1. The Little Sparrow, pp. 65-66.

2. Dickie and the Mirror, pp. 9-10.

3. The Owl and the Grasshopper, pp. 17-18.

4. Eagle and the Fox, pp. 21-22.

5. The Birds, Beasts and the Bat, pp. 24-26.

6. Bad Company, pp. 35-36.

7. The Vain Grow, pp. 41-42.

8. The Cock and the Fox, pp. 59-60.

9. Little Sparrow, pp. 65-66.

10. How Mother Partridge Fooled Mr. Fox, pp. 68-69.

11. Drake's Tail. Anthology of Children's Literature.

12. Waddle, the Duck Trips to Take, p. 182.

13. Pan of Custard, p. 187.

14. The Robin Trips to Take, pp. 170-175.

15. A Bird Cafeteria Trips to Take, pp. 129-130.

16. A Family of Robins, pp. 176-177.

Songs:

(Taken from Progressive Music Series, BK I.)

Little Robin Red Breast, p. 150.

Whipporwill, pp. 16-17.

The Song Sparrow's Toilet, p.

19. The Swallows, p. 29.

Feeding the Flock, p. 73.

The Rooster's Good Morning, p. 24.

The Oriole's Nest, p. 90.

The Bird's Breakfast, p. 115.

The Robin, p. 138.

ACTIVITIES

1. Making bird booklets.

2. Constructing bird houses.

3. Painting bird houses (for preservation).

4. Mounting insects (using celophane).

5. Mounting pictures of birds.

6. Drawing and coloring birds.

7. Making colored bird scenes using salt and flour.

8. Making birds out of paper pulp.

9. Designing birds on paper pulp jars.

10. Modeling clay birds.

11. Going on field trips.

12. Imitating bird sounds.

13. Writing stories about birds.

14. Dramatizing stories.

15. Collecting pictures of birds.

16. Singing songs about birds.

17. Writing letters to people for information on birds.

18. Writing letters of thanks for information given.

19. Listening to and interpreting stories about birds.

20. Making original poems about birds.

21. Learning poems.

22. Studying pictures of birds.

23. Reading charts, signs and printed material.

24. Reading "My Weekly Reader"—Animal tales about birds.

25. Excursion to the chicken yard.

26. Writing stories.

27. Writing invitations to the fourth grade class.

28. Embroidered birds on booklets.

29. Made hats with feathers for decoration.

Led to Further Activity:

The children want to study about insects.

OUTCOMES

1. The children learned to share with others.

2. They moved around very gracefully.

3. They learned to respect the rights of others.

4. They realized that more work could be accomplished when working together.

5. They worked together quite rapidly and with as little noise as possible.

6. They learned to work with ease.

7. They were always willing to help another.

8. They were quite tidy when working and always on the watch to see that the room was in order.

9. They were eager to always learn new ideas from the children and teacher.

10. The children's knowledge of birds was broad at the culmination.

(Continued on Page 18)

Creating An Interest In Reading

By MRS. LOUISE H. LOCKHART
West Southern Pines High School



WHILE reading one of our basic textbooks, *The Open Door*, the question came up of: How many books do we have to read in the second grade? Do we have to read as many as we did in the first grade? Listening attentively until the chatter subsided, the pupils were told they had another textbook to read, also three supplementary readers. Such groans; many despairing sighs let it be known that reading was not as popular as it should be. Some plan must be formulated to get the pupils interested, and especially in the supplementary readers.

These readers are new, only purchased last year; naturally they are filled with gay pictures, characteristic of new books for children. Why couldn't these pictures be used as a stimulus to create the interest that was absent? The colorful pictures would attract the pupils' attention, leaving them with a desire to read the story to find out just what the picture was really telling.

After studying the books a series of questions were made up about the pictures that would appeal most to the pupil. These questions were presented in groups of five; five each day, all coming from the same book. However, a different book was used each day, hoping the pupils would not tire of one book too quickly. These questions may be placed on the blackboard or a copy made for each pupil.

The following illustrate the

method used in motivating interest in the pupil:

Book — ROUND ABOUT — The Alice and Jerry Series. *O'Donnell and Carey.*

1. Find page 76.
 - a. How many children do you see?
 - b. How many boys?
 - c. How many girls?
 - d. What are the children doing?
 - e. How many animals do you see?
2. Find pages 106 and 107.
 - a. How many little ducks do you see?
 - b. What color are the ducks?
 - c. What color is the cow?
 - d. What does the cow give us?
 - e. Do you see roses or sunflowers?
 - f. How many sunflowers do you see?

Book — IN CITY AND COUNTRY — The Unit Activity Reading Series. *Nila Banton Smith.*

1. Find page 10.
 - a. How many people do you see?
 - b. What color is the dog?
 - c. What name would you give the man?
 - d. What does the lady have in her arms?
2. Find page 91.
 - a. What does the dog have on his back?
 - b. How many dolls do you see?
 - c. How many books do you see?
 - d. Do you see the sun or rain?
3. Find pages 22 and 23.
 - a. Do you see a policeman?
 - b. What does the sign say the policeman has?
 - c. Is it day or night?
 - d. How many cars do you see?
 - e. How many lighted windows do you see?

Book — ROUND ABOUT YOU — The Unit Activity Reading. *Nila Banton Smith.*

1. Find page 98.
 - a. What are the children selling?
 - b. How many children are drinking lemonade?
 - c. Are the children inside or outdoors?
 - d. How many red sweaters do you see?
 - e. What does the little girl in the blue sweater have in her arms?

2. Find page 73.
 - a. How many 10c signs do you see?
 - b. How many 5c signs do you see?
 - c. Write the names of the toys you see?
 - d. Which toy would you like to have?

The pupils are only asked to write the answers.

After the papers are corrected, a discussion is held for corrections. Each page is found, each question answered, and then the questions come from students, such as, when, what, does, why, and can't. All end with, may we read the story? only to receive this answer, we will.

In summing up the results of this study, the following results were checked:

1. A desire for more reading.
2. A mastery of some new words.
3. The ability to find pages easily.
4. A development of a keen sense of sight.
5. An appreciation of colors.

The subjects correlated:

1. Arithmetic—Writing numbers; reading numbers; addition of common measures, time, day and night.
2. Natural Science—Animals, birds, flowers, sun, rain.
3. Language—Oral conversation.
4. Health—safety, food.

This method of interesting pupils in reading has increased outside reading of related books on a primary level and helped to reduce the reading dread, previously common with second grade pupils. This plan has been used in the third grade with a similar increase in grade reading.

SURVEY OF READING ACHIEVEMENT

APPENDIX (A)

(Pupil's name)	Reading Classification:
Year.....Mo.....	Remedial Case (Check)
(Present age) (Grade)	Corrective "
	Exempted "
Record of Test	Performance
Trial I	Trial II

APPENDIX (B)

Name of pupil.....	Date of interviews.....
1. Do you like to read?.....	
2. What do you read when you read just for fun?	
Biography.....	Animal stories.....
Plays.....	Adventure.....
Myth Legends.....	News.....
3. Name several books you have read this year.	

APPENDIX (A)—Continued

Name of Test	Date	Score	Date	Score
CUMULATIVE RECORD				
School Marks	Test Record		Attendance	
Preceding Grade	Preceding Grade		Regular	
Reading	Test	Score	Irregular	
Language			Grades Repeated	
Spelling				
Social				
Studies	I. Q.		Grades Skipped	
Other data of significance (*)				
Statements of teachers concerning school performances. (*)				

(*) Use opposite side if necessary.

APPENDIX (B)—Continued

4. What newspapers do you like to read?
5. What magazines do you like to read?
6. Where do you obtain books and magazines which you read? Home? School? Public Library?
7. Do you have a library of your own at home? How many books?
8. What magazines and newspapers are taken regularly in your home?
9. Do other members of the family ever read to you at home? How often? What do they read?
10. What school subjects do you study at home?
11. Comments of pupil not included above.

BOOK SECTION

Mildred Martin Hill, whose picture accompanies this sketch, is the author of an autographed limited edition of poems entitled, "A Trapsin' Heart," published April 15th, by Wendell Malliett and Company, New York City.

The Winston-Salem Daily Sentinel, commenting on the author and her book has this to say:

"Now the interesting feature of this announcement is not merely the fact that Mildred Martin Hill is a former resident of Winston-Salem, or that she is a member of the Negro race.

"Even this probably is not the most important point. The principal matter of note is that Mildred Martin Hill is possibly destined to become one of the finest poets the colored race in North Carolina has produced. Which is, of course, saying a great deal.

"The Negro poetess brought to us a few years ago several of her poems for criticism and publication. The writer was astonished at the originality, freshness, warmth and vitality of the collection. Here was a different approach, a different technique. Yet here also was rhythm, rhyme, cadence, penetrating thought and compelling emotional power. Here was a worthwhile contribution to the literature of America.

"We're glad that Mildred Martin Hill, alumna of Winston-Salem Teachers College and now a teacher in Durham, is still writing poetry. We're glad that she is being published. For this Negro girl

who worked her way through school and three institutions of higher education, Winston-Salem Teachers, Howard University, and Shaw University, by serving as

elevator operator, drug store clerk, checker, waitress, maid, cook, and nurse, really has the gift to translate the emotions of her people to America."



MILDRED MARTIN HILL

North Carolina Teachers Record

Official Publication of the

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VOL. XII

MAY, 1941

No. 3

EDITOR'S NOTE: We yield our editorial pages to the full report of the Sixteenth Annual Convention of the Association as presented by Miss Bessye T. Shields, recording secretary.

Resolutions will be seen also in this issue.

John Chavis School

On the front cover we present pictures of the John Chavis School, Cherryville, N. C., of which W. H. Green is principal. It is one of the many schools in the State that has grown rapidly within the past few years due to a program of consolidation.

In 1935 the school (then known as the Cherryville Elementary School) opened in a new brick building, having three teachers. Immediately a program of consolidation was begun. The program during the first year was greatly hampered by the problem of transportation, but through the untiring efforts of our Parent-Teachers Association, bus service was instituted, and this problem was partly solved. During this first year high school work was begun according to State requirements. After consolidation and transportation problems had been lessened, our next concern was that of laboratory equipment and library facilities. Our very fine Parent-Teacher Association played a major role in helping to make these possible. By the end of the 1937-1938 term, the school had met the minimum requirements for standardization. It was then placed on the State accredited list, rated as a II A high school. We have since then been able to maintain our high school rating, and have centered our attention on the accreditation of our elementary school. We hope to complete all the minimum requirements for our elementary school by the close of this present school year.

At present our enrollment is 337, with an average daily attendance of 322. We have at present four high school teachers, and six elementary teachers.

Three buses are operated daily. Our equipment is adequate to care for work in General Science, Biology, and Physical Geography. Definite plans are being perfected in order to provide Home Economics and Agriculture for high school students next term. Our school library has approximately 1,200 volumes, which have been approved by the State librarian. Our book supply is augmented by the County Library, which has established a unit for Cherryville Negroes, and is housed here in connection with our school library.

During last year the school received, through Gaston County, a much-needed gym-auditorium, at an approximate cost of \$17,000. This building has been equipped in order that the school may carry on an effective program in health, dramatics, music and athletics.

The school during the past year has won signally honors in: State Debating, District Musical, and the Piedmont Athletic Association of Colored Schools. Dramatics has a very definite place in our program. Each year the school presents as one of its chief features an annual drama. The school fosters a Boy Scout Troop. Our desire is to develop the whole child, by providing, as nearly as possible, an environment in which he may live, grow healthfully, mentally, morally and spiritually into the type of citizen that may prove to be of most worth to himself and the State.

Report of the Resolutions Committee

N. C. Teachers Association Approved April, 1941

I.

The North Carolina Negro Teachers' Association, in its sixtieth annual session, held at the Agricultural and Technical College, at Greensboro, wishes to express its deep appreciation of the courtesies which have been shown to its members during this convention.

Because of the interest which they have shown, and the work which they have done toward making this convention a success, we wish to express our thanks to:

The Honorable Huger King, Mayor of Greensboro, North Carolina.

Dr. F. D. Bluford, President of the Agricultural and Technical College, Greensboro, North Carolina; and those associated with him.

Mr. J. A. Tarpley, Supervising Principal of Greensboro Colored Schools, and the teachers of the City of Greensboro,

Dr. David D. Jones, President of Bennett College, Greensboro,

Mrs. Beatrice Coles, Supervisor of Guilford county, and the Guilford county teachers.

The Teachers' Association is happy to share, in some measure, in the Fiftieth Anniversary Celebration of the Agricultural and Technical College, for we realize the significant part which it has played in the development of the North Carolina Negro Teachers' Association. We wish particularly to commend the president, the faculty, and the students of this institution for the splendid work done here during the past fifty years.

II.

A PROGRAM OF LIFE INSURANCE:

Whereas, it has come to our attention that there exist attractive possibilities for the issuance of group life insurance policies for members of the North Carolina Negro Teachers' Association:

Be it resolved that:

A planning committee be appointed, during this convention, by the president of the association, and that this committee be charged specifically with the following responsibilities:

1. Collecting and tabulating all types of information pertinent to group plans relating to life insurance for Negro teachers;

2. That this committee be composed of five persons whose work with the association, whose general ability, and whose interest in the question of life insurance would suggest their capabilities for this job;

3. That this committee be requested to make a final report to the Executive Committee of the Association not later than ninety days after its appointment.

Be it further resolved: That the Executive Committee, should it adopt the above-mentioned report, take all the steps necessary to put this program into action.

III.

BUSINESS SESSIONS

Be it resolved: That beginning with the annual convention of 1942, the final regular business sessions of the association be held at 2:30 o'clock on Friday afternoon, thus freeing Saturday morning for special committee meetings, and for the making of plans for work of the association for the following year, and also insuring a much larger participation in the business affairs of the association.

IV.

THE PROGRAM OF NATIONAL DEFENSE.

Whereas, the North Carolina Negro Teachers' Association is keenly aware of the existing need for utilizing all of our resources, both human and material, in the development of an adequate program of national defense; a program which gives full and complete participation to *all* of the citizens of these United States,

Be it resolved:

1. That the association take advantage of every opportunity and of every medium, through its individual members as well as through the organization, to give support and impetus to the program of national defense.

2. That every opportunity be taken to impress upon our several communities and upon the commonwealth, the desirability and the absolute necessity of inviting adequate participation of Negroes in this program, both in the planning and in the administration of the several projects involved.

Respectively submitted,

VIOLA LYNCH HAYSBERT,
W. R. COLLINS,
A. HENINGBURG, *Chairman*.

V.

Resolved that: The Teachers' Association pledge support in helping to secure for the Negroes of North Carolina the privilege of using the Book-Mobile Project of the WPA as has already been provided for the most needy sections of Moore county, and which at the present time has not been provided for Negroes.

P. R. BROWN, *President*,
Schoolmasters Club.

VI.

Resolved that: This association go on record as favoring a speed up of rural school consolidation, that adequate bus transportation be provided for rural school children, and that adequate vocational training be provided in all of our rural high schools.

VII.

*North Carolina Negro Teachers Association Minutes
of Committee on Time and Place, April 12, 1941*

We your Committee on Time and Place beg leave to make the following report:

After considering carefully the invitation received from possible hosts, for our next convention, your committee was unanimous in recommending to this body that the invitation extended by the Winston-Salem Teachers College, Winston-Salem, North Carolina be accepted by the body.

As to time: The committee in its deliberation on time gave consideration to many expressions by a large number of teachers on preferences to some date away from the customary Easter holiday season. But in the meantime, the committee felt that it could not be sure that these expressions represented anything like a substantial majority of the teachers who are members of the association. With the aforesaid factor in mind the committee recommends that the time of the next meeting of the convention will be at Easter season, 1942.

In addition the committee recommends that the Executive Committee take sufficient steps between the adoption of this report and the next meeting of the association, to secure adequate data on the wishes of the Negro teachers of the State in relation to this question of time of meeting (whether we shall continue to meet at Easter Season) that said data be placed into the hands of your Committee on Time and Place one year hence. So that the committee may be able to fix a date in accordance with the expressed wishes of the teachers of the State.

Respectfully submitted,

PRES. F. L. ATKINS, *Chairman*,
J. E. GRIGSBY, *Secretary*,
MRS. MAUDE M. JEFFERS,
M. W. AKINS,
MISS ESTHER HOLLOMAN.

The above report passed in its entirety.

The Play Town or City

Time Allotment—One Semester

By MRS. A. W. BAKER

Grade 2A, Washington Primary School, Greensboro, N. C.

A. Justification:

Community life, with its various ramifications, makes a successful unit of work in any primary grade which may last throughout the year. The common development of the study is the play town, or city, usually with a single street.

The general objective in teaching the Community Unit is:

1. To provide interesting and vivid experiences relating to community life.

2. To help him develop understandings, skills, habits, and ideals of living and working together, so as to promote the general welfare of the group.

The specific objectives to keep in mind in the teaching of the Community Unit are:

1. To arouse keen interest in the activities and relationships of common life.

2. To promote the development of right habits of conduct, civic and social habits toward the activities and people in the community (to make the beginning of efficient citizenship as to community and city.)

3. To give acquaintance with fundamental facts about the community which will lead ultimately to a clear understanding of contemporary social life.

- To see how community helps contribute to welfare of the people.
- To acquaint children with local industries and activities.
- To acquaint children with important buildings in city.
- To help children see how the needs of the family are supplied.
- To show how the city provides for the health and safety of its people.
- To lead to an elementary knowledge of the essential factors of the community as a direct source of foods, clothing, and shelter.

SUBJECT MATTER

Dopp, Katherine E. *Bobby and Betty at Home*. Rand McNally.

Read, H. S. *Grandfather's Farm*. Scribner.

Read, H. S. *Mr. Brown's Grocery Store*. Scribner.

Read, H. S. *Billy's Letter*. Scribner.

Read, H. S. *Jip and the Fireman*. Scribner.

Read, H. S. *Mary and the Policeman*. Scribner.

Zirbes, Laura. *The Story of Milk*. Keystone View.

Kuh, Charlotte. *The Engineer*. Macmillan.

Kuh, Charlotte. *The Policeman*. Macmillan.

Kuh, Charlotte. *The Fireman*. Macmillan.

Kuh, Charlotte. *The Postman*. Macmillan.

Kuh, Charlotte. *The Delivery Man*. Macmillan.

Hannah, Paul. *David's Friends at School*. Scott, Foresman & Co.

Waddell, John. *Our Home*. Macmillan.

Wolf Janet and Holmes, M. C. *The Grocery Man*. Noble & Noble.

Grady, W. E. *Childhood Readers, II*. Scribners.

Crabtree, E. K. *In the City and on the Farm*. University.

Miller, Jane. *Dean and Don at the Dairy*. Houghton Mifflin Co.

Reilly, D. W. *Our School Book*. Harr Wagner Co. (Jim and Jo Ann Stories).

Gates, Baker, Peardon. *Nick and Dick*. Macmillan.

Matthews, Florence E. and Coffin, Rebecca J. *City Stories*. Macmillan. (Written or dictated by children).

Good stories to read aloud may be found in:

Mitchell, Lucy S. *Here and Now Story Book*. Dutton.

BOOKS FOR THE TEACHER

Stevens, Marian Payne. *The Activities Curriculum in Primary Grades*. D. C. Heath & Co., New York, Atlanta, Chicago.

Wells, Margaret E. *A Project Curriculum*. J. B. Lippincott Company, Philadelphia.

Storm, Grace E. *Social Studies in Primary Grades*.

State Course of Study.

Social Studies in the Primary Grades. Grace E. Storm. Lyons and Carnahan, Chicago-New York.

Winslow. *Elementary Industrial Arts*. Macmillan Company.

Carpenter, F. G., Carpenter, Frances. *The Houses We Live In*. American Book Company.

Chamberlain. *How We Are Sheltered*. Macmillan Company.

SONGS THAT CAN BE TAUGHT

The Fireman. *Music Hour, Book I*. Silver Burdett Co. Page 64.

The Organ Man. *Music Hour Book I*. Silver Burdett Co. Page 67.

School Song. *Music Hour Book I*. Silver Burdett Co. Page 48.

The Street Car. *Music Hour Book I*. Silver Burdett Co. Page 14.

The Traffic Cop. *Music Hour Book I*. Silver Burdett Co. Page 21.

The Baker. *Songs of Childhood*. Mus. Ed. Series. Ginn & Co.

The Fire Engine. *Songs of Childhood*. Mus. Ed. Series. Ginn & Co.

The home unit has been taught in the first grade. Here the child was led to consider the relationships between various members of the family and to see the necessity of cooperating with the associates at home. Now, he is ready to become acquainted with a larger social group, and hence, to consider the relationship of the members of his community, and to see the need for cooperation with those who are doing their part to make the community a desirable one. He learns about the sources of his food and the work that is carried on in order that he may have clothing, food, shelter, and protection.

SUGGESTED APPROACH

The lesson may be approached by telling city stories, asking questions, such as, "What city do you live in, Ruth?" "What are the names of cities in North Carolina, Georgia or Virginia?" "How many of you have seen all of our city?" etc.

Some one may suggest trips to take — visiting interesting places in the city.

Visit important buildings such as post office, railroad station, courthouse, stores, hotels, churches, theatres, fire stations, library, dairy, hospital, etc.

DISCUSSION

Teach the purpose of each building visited and those not visited.

Different types—private, apartments, hotels.

Materials used in construction.

Lumber
Mortar
Brick
Cement
Tile
Stone
Stucco.

Teach the work of community helpers in the city.

Suggested List:

Fireman
Policeman
Traffic Cops
Streetcar Conductor
Iceman
Groceryman
Doctor-Nurse
Milkman
Bus Driver
Mailman
Street Cleaners

Suggest building a play city if it has not already come up.

PLANNING THE CITY

1. Naming the city.
2. City departments.
 - a. Police.
 - b. Health.

- c. Department of Public Buildings and Parks.
 - d. Fire Department.
- (Teach the purpose of each)

WHAT A GOOD CITY NEEDS

1. Street lights.
2. Stop lights and signals.
3. Pavements.
4. Policemen.
5. Firemen.
6. Playgrounds.
7. Parks.
8. Attractive buildings.
9. Attractive homes.

(Teach why we need these things and how much the city does for the child by providing well lighted paved streets, police protection, playgrounds, traffic lights, etc., and how the children can help.)

- a. Look before crossing the street.
- b. When the signal says go, cross quickly, etc. (Make charts for reading.)

DISCUSS AN INDIAN CITY

Compare with city in which children live.

BUILDING THE PLAY CITY

1. Map of city.

2. Lay streets.
3. Name streets.
4. Decide on location of buildings.
5. Begin construction of buildings.

Materials

Boxes of wood for building.
Paint for buildings.
Sand for ground.
Rulers for measuring.
Pictures of buildings.
Flowers and trees for beautifying.
Saws.
Hammers.
Nails and tacks.
Scissors.
Cellophane paper for glass.
Cardboard.
Toys—cars, trucks, busses, etc.

LEARNING ACTIVITIES

1. Trips.
2. Posters.
3. Paintings made by children.
4. Dressing doll people.
5. Written lists and questions.
6. Scrap books.
7. Collection of pictures.
8. A city book.
9. Newspaper records.
10. Dramatic play.

SAMPLE TEST

Sentence Reading

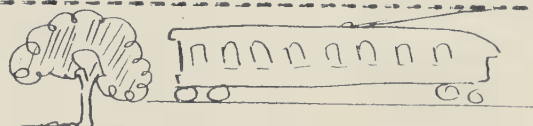
Write your name here.....When is your birthday?.....

Date..... School..... Grade.....

This is a Street Car. 11

This is a house. 1

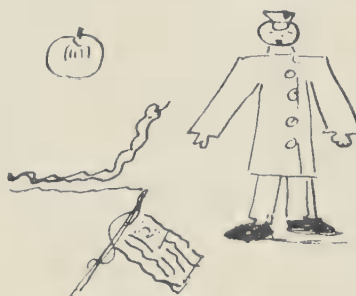
This is a store. 111



This is a Traffic Cop. 1

The Milkman has milk. 111

The Post Office has two doors. 11



INSTRUCTIONS: 1. Prepare similar tests. 2. Distribute among pupils. Have them fill in blanks at the top of the page. Help them if necessary. 3. Call pupils' attention to exercises on this page. To the pupils 4. "Look at the first sentence. Read it. What does it say? Now look at the pictures. Which one tells the same thing as the sentence? Does this one?" (Continue until the right picture is found.) "Now, notice the line at the end of this sentence. How many are there? Two. That is right. Now draw two lines on the picture to show that it tells about this sentence. Make it like this."—Teacher makes two large lines on matching picture. "Now draw two lines on the picture on your paper." Repeat directions with second and third lines. Then with second square of sentences. Instruct pupils about pictures. As soon as one line is finished go on to the next. Do as many as you can before I say Stop! Do you understand? All right!—Begin! 6. Say Stop! at the end of five minutes—collect papers immediately.

The score is: Number of exercises (i.e. pictures) correctly marked.

SAMPLE TEST—YES-NO

Draw a Line Under *Yes* or *No* to Show Which is Right.

- | | | |
|---|-----|----|
| (1) The train stops at the post office..... | YES | NO |
| (2) The milkman delivers milk..... | YES | NO |
| (3) Paved streets are hard streets..... | YES | NO |
| (4) We buy food at the courthouse..... | YES | NO |
| (5) The mailman says, "Bow-Wow"..... | YES | NO |
| (6) An Indian village is like our city..... | YES | NO |
| (7) Indian villages have paved streets..... | YES | NO |
| (8) The policeman delivers milk..... | YES | NO |
| (9) The street cleaner sells groceries..... | YES | NO |
| (10) Some cities are very large..... | YES | NO |
| (11) Cities have paved streets..... | YES | NO |

- | | | |
|---|-----|----|
| (12) Some schools are in the country..... | YES | NO |
| (13) Many city buildings are made of brick..... | YES | NO |
| (14) A cat can drive a bus..... | YES | NO |
| (15) Some cats live in stores..... | YES | NO |

Possible score 15.

Score.....

PARAGRAPH READING (Sample)

DIRECTIONS: Read the first paragraph to the children. Read the question. Draw a circle around the right answer.

Write your name..... Grade.....

School..... Date.....

- A. I am big.
I am made of brick.
People live in me.

What am I?

tree apple house girl

- B. I am a man.
I am always busy.
I stand on the city streets.
Sometimes I blow a whistle.

Who am I?

milkman dog cat Traffic Cop

- C. The mailman delivers mail.
He carries it in a big bag.
The mail comes on the train.
The mail comes from many places.

1. The Mailman delivers
ice food mail mud

2. He carries the mail in
bottles pans bags jars

Needs for Diversified Occupations In High Schools

F. J. BROWN

Coordinator for Diversified Occupations, Dudley High School, Greensboro, N. C.

THE need for better preparation for boys and girls to enter the majority of trades and occupations is generally recognized. Heretofore, vocational training in our high schools was limited to those courses which could be adapted to training facilities and equipment found at the school. The number of occupations for which courses could be adapted was small and, at best, training conditions had to be altered from true occupational situations to meet the limitations in facilities provided at the school.

Diversified occupation is a form of part-time education whereby regular high school students are enabled to secure practical training and experience under real occupational conditions through the cooperation of the parents, the schools, and the employers in various occupations of the community. This type of training is designed for cities where many types of

occupations are represented, such as, auto-mechanics, undertaking and embalming, tailoring, nursing, shoe repairing, etc.; and where not any single occupation is large enough to justify the provision of a building, purchase of equipment, or the operation of a unit trade school as a part of the regular school. The commercial establishments are used as the laboratories to furnish the manipulative part of the job training under actual working conditions and school facilities such as books, library, teachers who are trained in special vocational fields are used to furnish training in technical subject material related to the job being learned. The school furnishes a coordinator whose duty is to supervise the pupils in their related technical information and their personal adjustment problems.

Under such a plan the diversified occupation program permits the students to be graduated from high school without loss of time

or credit. It furnishes the students with the most helpful preparation for entering into a chosen occupation, and it provides the community with prospective employees who have had actual worthwhile training and practical experience in the occupations of that community.

Most boys and girls desire a high school education, but many are faced with the necessity of entering employment as soon as possible after graduation. Some need to find permanent employment, others need to earn before going to college. Almost all of them leave high school without adequate training or experience for entering employment of any kind. They have no opportunity to form work habits, no experiences in assuming job responsibilities, and they have acquired no skill demanded by any particular occupation. Diversified occupations is designed to meet those needs (special) of high school boys and girls.

The Opportunity of the High School In The Control of Tuberculosis

By MARY H. LEE ARMSTRONG

Elm City Colored High School, Elm City



WHAT is tuberculosis? Tuberculosis is an infectious disease characterized by the formation of tubercles in any of the tissues, especially the pulmonary phthisis.

From the earliest times mankind has been afflicted with tuberculosis for a great Greek physician named Hippocrates wrote a treatise on tuberculosis in 400 B.C. and in the lungs of Egyptian mummies the mark of tuberculosis has been found.

At the present time bacillus tuberculosis is the most deadly of all the bacterial enemies of man. In our own country more than one-tenth of all deaths are caused by this germ, which means that the Captain of the men of death is killing our fellow countrymen at the rate of 150,000 people a year, or 400 a day and one every three and a half minutes.

Years ago Wendell Holmes, called tuberculosis the Great White Plague. Because tuberculosis selects its victims from those who are in active years of their lives, and because it is a lingering illness, it costs us far more money than any other disease. It is difficult to estimate the cost of sickness in dollars and cents. Just how great a sum this is you will realize better when you know that it is more than 2/7 as much as the yearly wages of the factory workers in the United States. Nearly one-half as much as the whole country spends on its public and high school system and nearly ten times as much as it spends on its colleges and universities, yet the death rate from tuberculosis has fallen amazingly in the last thirty years and it would be a simple matter to prevent nearly all cases of the disease.

Robert Koch, discovered the tubercle bacilli in 1882. He said that the tubercle bacilli are rod-shaped organisms about six microns in length. They may attack any part of the body but are most likely to attack the lungs. Here they irritate portions of the lung tissue causing infection.

It is very important to know that while the tubercle bacilli are able to withstand extreme conditions of heat and cold, the direct rays of sunlight then is one of man's foremost allies in the fight against the disease.

There are several ways in which we may get tuberculosis. (1) It may be because of crime, unemployment, slums, family life, poverty, not getting enough rest, not eating enough nourishing food, not getting enough exercise. It may be caused by insanitary working conditions, or we may catch it from persons who live next door to us because the person who has it had failed to take precautions and we are very, very careless around this person. However, we as high school students can play an important part in the prevention of this disease. The problem of prevention is one that should receive very serious consideration. Some say an ounce of prevention is worth a pound of cure.

The precautions that we would give to any person about tuberculosis are:

1. Be out in the fresh air as much as possible.
2. Bathe the body in the sunshine daily.
3. Get ample sleep and rest.
4. Choose easily digested foods, including plenty of milk.
5. Exercise moderately in the open.
6. Keep the teeth in good condition.

7. Always use a handkerchief before the mouth when you are coughing or sneezing, or germs may spread from one individual to another.

8. Teach the smaller children the way of prevention, and that they must not be careless, because tuberculosis is a harmful and contagious disease.

The steady manner in which tuberculosis often runs on and on has caused many persons to think it is an incurable disease. This is a great mistake. The German says, "that everyone has a bit of tuberculosis."

A UNIT ON BIRDS

(Continued from Page 5)

11. They agreed not to harm the birds.

12. They learned to use tools with skill.

Culmination:

The unit was culminated at the Bertie County Group Teachers' Meeting held in the second grade classroom in the form of "A Trip Around the (Classroom) World."

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Helping Our Bird Friends — Booklet sponsored by Reedy Fork Soil Conservation Project.
Child Craft — Units of Experience, Quarrie Publishing Co.
Birds of America, G. & C. Merriam Co.
Land Birds—Brown's Miniature Nature Pictures with Description of Birds.

Teaching Pupils To Observe and Care for Interesting Things In Our World

By MRS. CORRIE HART REYNAUD

Teacher, Charlotte City School

"The world is so full of a number of things, I'm sure we should all be as happy as kings."

These words were very fitly spoken by the author, for there are so many interesting things on our earth that there should be a universal interest in the study, observation and care of those things which dwell here.

Children are very inquisitive, they are full of curiosity, continually wanting to know. A very opportune time, then, to establish this interest is to begin with children who enter school for the first time. Some children are more curious than others and therefore observe more closely the interesting things in our world. Since this is true, special effort should be put forth by the teacher to help the less observant pupils cultivate a permanent interest in such.

There are various means of getting youngsters in this frame of mind. The most outstanding of which are: Collecting specimens of such things as turtles, tadpoles, snails, cultivated and wild flowers, seeds, leaves from trees, sea shells and sponge fingers. Other visual aids, viz: Pictures from magazines, kodak pictures and excursions. Simple experiments, nature stories and poems. The specimens which we collect are assembled on a shelf which we built along our window ledges. The pupils take great pride in studying these and also caring for and watching the growth of the plants in our "water garden" on our shelf with the other collection.

The "water garden" consists of such plants as Coleus, Wandering Jew, Irish and sweet potatoes, onions, carrot tops, grass seeds planted in sponges and bean seeds, all of which are growing in water.

Our unit of study of the "Things

in Our World" began in the above manner. Every pupil is intensely interested. So much so, that it may be expedient to mention a few of the outcomes:

Every morning pupils never fail to tell or discuss how the moon looked that night; or if they saw the Big Dipper and the North Star. Sometimes, one had seen a bird or had tried to step on his shadow, and a myriad of other interesting observations. These pupils are also creating pictures, stories and poems. The three little poems which I shall include here were created by pupils of the beginner's first grade.

THE SUN

I see the sun
Shining bright, shining bright.
I see the sun;
Making light, making light.

OUR FISH

Swim, swim, swim,
Swim 'round and 'round.
Swim, swim, swim,
Swim without a sound.

THREE LITTLE SHIPS

Three little ships;
A sailing on the sea;
Sailing for Columbus,
A sailing on the sea.

Our study has by no means ended and we are now busy preparing Volume II — "Interesting Things in Our World" which we shall dedicate to our supervisor, Miss Carter; one who has worked incessantly to help us in this field of work; and to Mrs. S. O. Sasso, our very efficient principal, who is always at our call to give suggestions and materials. Their kind suggestions have not been in vain. For each day that dawns brings evidence that this study is doing much to help pupils cultivate habits of observing and exercising

greater care for the many interesting things in our environment.

Minutes of the General Sessions of Negro Teachers Association

(Continued from Page 3)

an asset to any community, students and nation. There is need for more organization of Boy Scouts in America, therefore lets not become too busy to see the lad in our midst. The nation's scouting program is one for boys of all races and may be sponsored by P.-T. A. or other organizations of the community. He left a final word, "that we become conscious of the advantages of scouting and give the boys a chance."

Mrs. Minnie Williams, president of the American Teachers Association was then presented to the audience by Dr. Charlotte Hawkins Brown. Mrs. Williams brought greetings from the national organization. She further spoke of creating more interest with state groups in becoming members of the organization, and also gave us a brief summary of the past year's activities.

Music was rendered by the girls octette of the William Penn High School of High Point, N. C., with Mrs. Grace Waddy Yokeley at the piano.

Our guest speaker for the afternoon, Dr. Clyde Milner, of Guilford College was presented by Pres. D. D. Jones. Dr. Miller spoke to us from the topic "Constant Training in Constant Things of Life."

We need emphasis on some of the problems facing adults. Regardless of how long our problems will be acute young people will be leaders. We have today in our spiritual and mental care the men and women of tomorrow, their judgment will determine the way of life of tomorrow.

—Continued on Next Page

Through the grades there must be an understanding of words, words have been dissipated. We need re-interpreting or knowing what is of greater value, and as we teach, teach that ever enriching insight as to when and where to make judgment. Life is made up of learning how to evaluate. Show pupils the real values in things, the how and why, then show them that the greatest intrinsic value in life is to thrill with belonging and that they are a very vital part of the family, state, school and classroom.

Misunderstanding is one of the great tragedies in life today. Our solution is not in white collar jobs, but in a basic understanding of all problems facing us. We must heal in an intelligent and democratic way the great rifts being made. We must share more equitably and more brotherly.

Our spiritual anchors must be deep, something which does not move. We can all unite in these stormy days. If we can learn and bring students to anchor in Christ, which is a vital part of learning. Teach them the eternal things of life and never fail in doing it.

Mrs. Aggrey expressed appreciation for the address, as well as gratitude to Dr. Milner for inspiration stirred within us.

Greetings from the North Carolina Library Association were brought to us by Mr. John E. Bowen, Jr., president of the association. He said, "Truly a step in progress has been made in our State in our having an organization which holds out for sixty years. He spoke of those things needed to make us become library conscious. There is a responsibility for every one in functioning a library. 1. Teachers conference with librarians; 2. Correlation of teacher-librarian-citizen-librarian thus the library will grow. The N. C. Library Association joins hands with you in your cause for common defense."

Next came greetings from Dr. N. C. Newbold, director of Negro Education. Dr. Newbold mentioned briefly few facts concerning the first meeting of this association which he attended 20 years ago, thus he gave us a comparison of 97 members then as compared to over 5,000 today. He

also made mention of graduate and professional training offered Negroes in North Carolina. He closed by saying "We live to see the times when a school will be a school regardless of race."

Dr. Hillman of the Department of Certification reviewed suggestions relative to a higher degree of certification. He favors further study and suggests that recommendations for this appear in first issue of our RECORD next fall.

Following announcements by Mrs. Aggrey a brief business session was held at which time Dean A. Elder of North Carolina College and chairman of the Committee on Delegate Assembly, presented findings of this committee, merely as research and not expecting the body to accept or reject. The secretary was asked to read the report of the Executive Committee regarding this report.

Meeting adjourned.

MINUTES THIRD GENERAL SESSION

Pageant depicting fifty years of service by A. & T. College with Charles Green as director, was presented in honor of the State Teachers Association. This was a most inspirational performance in three parts as follows:

PART I—*Time Has Been*

Scene I — Laying cornerstone, first building.

Scene II—First registration.

Scene III—Early class activities.

Scene IV—Beginnings in music.

Scene V—Election of President J. B. Dudley.

Scene VI—Early athletics.

Scene VII — First graduation, 1897.

Scene VIII—Beginnings in dramatics.

Scene IX—A. & T. College in the World War.

PART II—*Time That Is*

Scene I—Athletic activities.

Scene II—Choral Society.

Scene III—Commencement.

PART III—*Time That Is Yet to Come*

Scene I—The Spirit of A. & T. College.

Music, directed by Prof. W. Lawson and Prof. B. Mason.

Parts played by members of faculty and student body.

Voice, Charles G. Green.

Pageant written and directed by Charles G. Green.

Following the pageant Mrs. Aggrey presented the A Cappella Choir of the Winston-Salem Teachers College under the direction of Noah F. Ryder, they rendered opening selections very beautifully. Prayer was offered by Rev. Faison, followed with a chant by the choir.

Lieutenant H. A. Robinson, chaplain 76th-77th Coast Artillery, Fort Bragg, N. C., was presented to the audience by Mrs. Aggrey. Lieut. Robinson urged that we aid in program of adult education, because the army needs trained men. Whereas most of the men sent to Fort Bragg for the last sixty days are unable to read and write. Therefore we need to give special consideration in our communities to aid in training of these men before they reach the camps. The matter of health improvement was also stressed.

Major Hinkson of Fort Bragg was also presented to the body after which the Winston-Salem Teachers College A Cappella Choir rendered two selections, "My Soul Just Couldn't Be Contented" and "Show Me the Way."

Mr. S. B. Simmons, supervisor of Vocational Agriculture in North Carolina was then presented. In his talk he made us conscious of the fact that federal government has made available thousands of dollars for defense. He also gave us a summary of activities of the defense program in several communities and reviewed appropriations being made by the State.

GUEST SPEAKER PRESENTED

In presenting our guest speaker, Mrs. Aggrey stated that "his personality is one that in itself will commend itself. It is a pleasure to present our guest speaker, Dr. H. C. McDowell, president of Lincoln Academy.

Dr. McDowell's address: Among the outstanding points of his speech are: The need of an enrichment program leading to a more abundant life, a development of the "now" of experience and the idea of being observant and taking in all of life as we go along.

We should share with others in any experience in order to be a teacher and that we never become a teacher until we realize we are learning something. Teachers must get a sense of responsibility

on the required routine of things, and look forward to higher plane. One of our greatest tasks as teachers is to carry through in an improved fashion the tasks we have to do from day to day.

Finally it is our task as educators to as best we know how, fit those with whom we come in contact to maintain dignity, retain composure in the midst of contempt, and keep self-respect thus maintaining the nobility of God.

In responding to the wonderful message given by Dr. McDowell, Dr. C. H. Brown told us that here is a man with such magnitude of philosophy who has given us a chance to express some of the best in us. She also honored our president, Mrs. Aggrey, for the very fine manner in which she presided.

The committee Honoring Teachers for Long Years of Service was asked to make its report and in

turn present service pins to those persons present. This was done by Mrs. O. R. Pope, chairman. In her remarks she said, "It affords much pleasure honoring our Negroes who have been able to live and give fifty years service to our group in North Carolina." Presentations were made to:

Mrs. A. E. Peace, Greensboro, N. C.

Dr. G. E. Davis, Charlotte.

Mr. J. T. Barber, New Bern.

Mrs. A. J. Murray, Mebane.

Miss Dorothy Thomas of Emmanuel Lutheran College gave a very pleasing rendition of "Love's A Merchant."

Following announcements, the meeting adjourned with benediction by Rev. Faison, principal, Anson County Training School, Wadesboro.

The following are the new members of the executive committee,

Mrs. Rose D. Aggrey, Salisbury; Prof. L. R. Bess, Wake Forest; Prof. O. C. Hall, Salisbury.

At the business session, the following officers were elected: President, Dr. J. W. Seabrook, president, Fayetteville State Teachers College; vice-president, Prof. J. A. Tarpley, supervising principal, Greensboro Colored Schools; treasurer, Dean A. Elder, North Carolina College for Negroes, Durham; recording secretary, Mrs. M. M. Jeffers, Jeanes supervisor, Gaston County Schools, Gastonia; executive secretary, Dr. G. E. Davis, Charlotte.

Time and Place: (See report on Time and Place separate sheet). Body accepted report to go to Winston-Salem, 1942, as guest of Winston-Salem Teachers College. Time—Body accepted entire report of committee (See paragraph 2 in addition, etc.)

Auditor's Report on North Carolina Negro Teachers Association

March 24, 1940, to April 11, 1941

CHARLOTTE, APRIL 12, 1941

April 12, 1941.

North Carolina Negro Teachers Association, Charlotte, North Carolina.

GENTLEMEN:—We present herewith report on audit of the receipts recorded or otherwise accounted for and disbursements of your executive secretary, Dr. G. E. Davis and your treasurer, Dr. J. A. Cotton for the period running from March 24, 1940, through April 11, 1941, consisting of exhibits as indexed.

All recorded receipts for membership dues were satisfactorily accounted for as evidenced by duplicate receipts retained in the files. Other receipts, consisting of a refund by Sarah B. Nixon, Placement Bureau receipts, advertising, and magazine sales as reported by the executive secretary, were found to have been properly deposited.

On Exhibit "A" of this report we present in detail a statement of receipts and disbursements by the executive secretary. Below we give in condensed form a summary of the executive secretary's receipts and disbursements.

Cash Balance—March 24, 1940:

On Deposit—Commercial National Bank, Charlotte, N. C.	\$ 944.94
On Hand for Deposit	1,685.00
Receipts	\$2,629.94
Disbursements	5,207.53
	\$7,837.47
	4,640.28

Cash Balance—April 11, 1941:

Cash on Deposit—Commercial National Bank, Charlotte, N. C.	\$2,116.19
Cash on Hand for Deposit	1,081.00
	\$3,197.19

The balance to the credit of the association at the Commercial National Bank of Charlotte, North Carolina, at the close of business on April 11, 1941, was confirmed by the depository and found to be in agreement with the records. The cash on hand was counted by us and found to be intact. The cash consisted of membership dues collected by the executive secretary while the association was in annual session at A. & T. College, Greensboro, North Carolina.

The receipts of the treasurer consisting of amounts turned over to him by the executive secretary in the amount of \$4,274.39 and interest in the amount of \$68.34 credited to a

savings account carried at the Mechanics and Farmers Bank, Durham, North Carolina, were all satisfactorily accounted for. All disbursements by the treasurer being made only on written authorization by the executive secretary were all supported by vouchers and cancelled checks except the checks outstanding at the close of business on April 11, 1941. The checks so outstanding are presented for your information on Exhibit "D." Confirmations of the balances in the accounts at the Mechanics and Farmers Bank and the First National Bank were received from the respective depositories.

The receipts and disbursements by the Treasurer are summarized on Exhibit "B" and again below.

Cash Balance—March 24, 1940:

On Deposit—First National Bank, Henderson, N. C.	\$1,081.72
On Deposit—Mechanics and Farmers Bank, Durham, N. C. (Savings Account)	2,593.29
Receipts	\$3,675.01
Disbursements	4,342.73
	\$8,017.74
	4,695.86

Cash Balance—April 11, 1941:

On Deposit—First National Bank, Henderson, N. C.	\$ 662.86
On Deposit—Mechanics and Farmers Bank, Durham, N. C. (Savings Account)	2,659.02
	\$3,321.88

On Exhibit "C" we present in detail expenditures for the period now reported on in comparison with budget appropriations.

Notwithstanding the fact that there were some expenditures not provided for in the budget the total expenditures were under the total appropriations by \$198.25.

Apparently, no estimate of receipts was made by the Association.

The cancelled checks as examined by us included two paid for bond premiums. We were advised by Dr. G. E. Davis that these checks covered the annual premiums on surety bonds as follows:

Dr. J. A. Cotton, Treasurer	\$2,000.00
Dr. G. E. Davis, Executive Secretary	1,000.00
The bonds were not presented for our inspection.	

Set forth on Exhibit "C" as part of the expenditures there is one item of \$3.57 being intangible taxes charged by the depositories on average balances for the year 1940. These charges by the banks were in error as funds of associations such as yours are not subject to the intangible tax. It is suggested that proper steps be taken to recover these taxes from the State Department of Revenue, Raleigh, North Carolina, and that your depositories be instructed not to charge such taxes hereafter. From a printed copy of the audit report for the previous period we note that intangible taxes in the amount of \$3.23 were charged by the banks for the year 1939. That erroneous charge should have been called to your attention last year. Claim for refund on this amount together with a claim for any intangible taxes charged in years prior to 1939 should also be filed with the State Department of Revenue.

The books and records of the association were found to be in excellent order. We wish to express our debt of gratitude to the officers for their courteous assistance during the progress of our audit.

We hereby certify that, subject to all of foregoing, our report as now submitted correctly presents all information relative to receipts as recorded and reported to us and all recorded disbursements and reflects the financial condition of the association as of the close of business April 11, 1941.

Respectfully submitted,

LINDSAY-COLTRANE COMPANY,
Certified Public Accountants.
By J. J. LINDSAY.

EXHIBIT "A"

STATEMENT OF RECEIPTS AND DISBURSEMENTS

DR. G. E. DAVIS, *Executive Secretary*

March 24, 1940, to April 11, 1941

Cash Balance—March 24, 1940:

On Deposit—Commercial National Bank, Charlotte, N. C.	\$ 944.94	
On Hand for Deposit	1,685.00	
		\$2,629.94

Add—

RECEIPTS:

Membership Dues	\$4,961.00	
Refund from Sarah B. Nixon	14.53	
Placement Bureau	75.00	
Magazine Sales	6.00	
Advertising	151.00	
Total Receipts		\$5,207.53

Total Cash to be Accounted for.....\$7,837.47

Deduct—

DISBURSEMENTS:

Transferred to Treasurer, Dr. J. A. Cotton	\$4,274.39	
Dahlberg and Company—1940 Audit.....	26.05	
Elmer A. Carter—Guest Speaker.....	89.00	
J. E. Shepard—Executive Committee Travel	4.95	
Benjamin E. Mayes—Guest Speaker.....	75.00	
Julian S. Miller—Guest Speaker.....	50.00	
Felton J. Clark—Guest Speaker.....	110.55	
A. M. E. Zion Publications—Letter Heads and Envelopes	7.75	
Bank Service Charges	2.59	
Total Disbursements		\$4,640.28

Cash Balance—April 11, 1941 \$3,197.19

Consisting of:

Cash on Deposit—Commercial National Bank, Charlotte, N. C.	\$2,116.19	
Cash on Hand for Deposit.....	1,081.00	
		\$3,197.19

EXHIBIT "B"

STATEMENT OF RECEIPTS AND DISBURSEMENTS

DR. J. A. COTTON, *Treasurer*

March 24, 1940, to April 11, 1941

Cash Balance—March 24, 1940:

First National Bank, Henderson, N. C.	\$1,081.72	
Mechanics and Farmers Bank, Durham, N. C. (Savings Account).....	2,593.29	
		\$3,675.01

Add—

RECEIPTS:

From Dr. G. E. Davis, Executive Secretary	\$4,274.39	
Interest on Savings—Mechanics and Farmers Bank, Durham, N. C.	68.34	
Total Receipts		\$4,342.73
Total Cash to be Accounted for		\$8,017.74

Deduct—

DISBURSEMENTS:

Warrants drawn by Executive Secretary	\$4,692.29	
Intangible Taxes on Bank Balance.....	3.57	
Total Disbursements		\$4,695.86

Cash Balance—April 11, 1941 \$3,321.88

Consisting of:

Cash on Deposit—First National Bank, Henderson, N. C.	\$ 662.86	
Cash on Deposit—Mechanics and Farmers Bank, Durham, N. C. (Savings Account)	2,659.02	
		\$3,321.88

EXHIBIT "C"

COMPARISON OF BUDGET ESTIMATES AND ACTUAL EXPENDITURES

For the Period from March 24, 1940, to April 11, 1941

	Budget Provision	Actual Expenditures	Actual Under or Over Budget
President's Office	\$ 100.00	\$ 100.00	\$
Recording Secretary	50.00	50.00	.....
Treasurer's Office	50.00	50.00	.....
Publication and Mailing of RECORD	1,250.00	1,272.50	22.50
Executive Secretary's Office.....	375.00	345.55	29.45
Executive Committee Meeting.....	200.00	113.30	86.70
College Section	50.00	16.55	33.45
High School Section	75.00	77.88	2.88
Elementary Section	100.00	100.00	.....
Home Economics Section	50.00	25.00	25.00
Music Section	25.00	.....	25.00
Fine Arts Department	25.00	20.00	5.00
Adult Education	50.00	7.50	42.50
Physical Education	10.00	.....	10.00
Convention Expenses	350.00	452.42	102.42
Salary of Executive Secretary	1,600.00	1,599.96	.04
Emergency	300.00	230.33	69.67
Interracial Commission	100.00	100.00	.....
District Organizations	225.00	183.50	41.50
Negro Life and History	50.00	50.00	.....
American Teachers Asso- ciation	50.00	50.00	.....
Colored Orphanage	50.00	50.00	.....
Industrial Arts Section	25.00	35.05	10.05
National Park Service	100.00	100.00	.....
	\$5,260.00	\$5,029.54	\$230.46
Not provided for in Budget:			
Bank Service Charges	\$	\$ 2.59	\$ 2.59
Audit Report .....	.....	26.05	26.05
Intangible Taxes .....	.....	3.57	3.57
Total Budget and Actual	\$5,260.00	\$5,061.75	\$198.25

EXHIBIT "D"

RECONCILIATION OF ACCOUNT OF J. A. COTTON, TREASURER, WITH FIRST NATIONAL BANK, HENDERSON, NORTH CAROLINA

April 11, 1941

Balance per Bank Statement—April 11, 1941\$1,097.05
Deduct—Outstanding Checks:

Number	Amount
1152	\$ 25.00
1162	25.00
1163	355.89
1164	28.30

Total Outstanding Checks \$ 434.19

Balance per Books—April 11, 1941.....\$ 662.86

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OVER 5,550 MEMBERS

Volume XII
Number 4

October
1941

North Carolina Teachers Record

Official Publication of the North Carolina Negro Teachers Association

HE DOES NOT LIVE IN VAIN

*Who carries the torch of truth a little forward
Who adds something to the world's store of good will
Who sets some youthful feet on the highway of righteousness
Who starts laughter where discouragement was
Who increases the world's faith in itself
Who lifts some load off of burdened shoulders
Who inspires the discouraged to try again*

—ROY L. SMITH.

Published in January, March, May and October, by the
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North Carolina Teachers Record

OFFICIAL PUBLICATION of the NORTH CAROLINA NEGRO TEACHERS ASSOCIATION

VOLUME XII

OCTOBER, 1941

NUMBER 4

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ADVERTISING RATES on application to Executive Secretary

Membership dues in North Carolina Negro Teachers Association, \$1.00 per year, which entitles each member to four consecutive issues of the NORTH CAROLINA TEACHERS RECORD.

Entered as second-class matter January 15, 1930, at the post office at Raleigh, N. C., under the Act of March 3, 1879

Address all manuscripts for publication and all correspondence regarding membership, advertising, et cetera, to
G. E. DAVIS, 301 Carmel St., Charlotte, N. C.

Americanism: Its Significant Implications In Public School Education

By C. HOWE McDONALD, *Principal*

Peabody Elementary School, Wilmington, North Carolina



AMONG the most discussed subjects today is Americanism, its meaning, significance, and its very vital implications to public education in a great democracy such as ours. The word Americanism, may be explained as a term, phrase, or idiom peculiar to the English language as spoken in America. Americanism, something intangible, spiritual, and a lofty ideal which permeates the life and thoughts of every true American Citizen. It exhibits itself in patriotism, loyalty, love, and true devotion to American traditions, customs, and ideals.

Americanism means more than lip-service, it is a thorough understanding of the meaning of democracy in its moral, political, economic, and social bearings. It means a complete understanding of the meaning of an intense loyalty to our civil liberties, our free, democratic, political processes and our institutions, with genuine respect for human personalities, and with a consciousness of the fact that Americanism and democracy will not be secured until we have solved the problems of unemployment and of economic security for all the people.

Americanism insures a nation of free men, with God given rights, and with a government erected to maintain and preserve them. Its support and perpetuity rest with the reasoning intelligence of its citizens. The principles of Americanism were secured through the difficult road of human progress which led to the establishment of our free nation. Americanism must be defended in spirit and by reasoned intelligence.

The time has come for us to reaffirm our faith in Americanism and democracy. We must make a choice. We can either resolve to

protect our social institutions and the civil liberties, or we can go blindly along believing that all is well. We need a deeper and renewed dedication to the spirit of liberty. To remain free, we as American citizens, steeped in traditions, customs, and ideals of Americanism, must be courageous, self-reliant, willing to face the storms of life bravely and unflinchingly.

The American way of living can endure only if it is proved to be intelligent, healthy, happy, and efficient. The beauty of its ideals and the wisdom of its conduct will be safe only when we can demonstrate its superiority over other forms of government. This we can do only through self-sacrifice and a dedication to the common cause of protecting that which we love. In order to stand the test of Americanism we must prove ourselves to be stronger than our enemies. Each of us must show his efficiency in government by a willingness to abide by our laws.

A real test of Americanism is the revival of the pioneer spirit of our ancestors. Americans, as a people, have become soft. Modern science with its great labor and time-saving devices has minimized physical effort. We have been led to believe that struggle is not an essential part of our environment.

Real Americanism demands that we dedicate ourselves to the preservation of the heritage of the American way of living. Let us accept the sacred trust placed upon us by other generations who have shed their blood to fulfill their obligation to America. The call of Americanism must be sounded from coast to coast. We must unite in dedicating our hearts, our lives, our energies, and our fortunes to the defense of our great nation. Through our efforts as American citizens we must carry on a relentless crusade for the

safeguarding of Americanism and our America throughout the length and breadth of this land. Then we can sing with deep sincerity:

"From the mountains, to the prairies,
To the oceans white with foam,
God bless America,
My home sweet home."

"Bring up a child the way you would have him go and when he is older he will not depart," is an adage centuries old, but it is as true today as when it was written. As children enter the doors of our public schools, it is the duty of every teacher and principal to see that the cultivation of enduring loyalties, mental attitudes, and spiritual values, as they affect every aspect of our American life, are taught. Love of American ideals, customs, traditions, and folkways is of major concern. We as educators have a moral as well as a patriotic obligation in seeing that the children of our public schools love their country; in providing experiences to honor the American flag; and in redoubling their efforts to teach enduring loyalties which will help preserve the fundamentals of democracy.

We, as teachers, must teach Americanism by precept and example. We must appreciate American customs, traditions, ideals, and wholeheartedly the American way of life. We must be well-disciplined, keep ourselves physically fit, trustworthy, honest, obedient, truthful, loyal, brave, clean, reverent, kind, courteous, helpful, and thrifty. Youth imitate and desire to be like the personalities with whom they come in close contact. American teachers must inculcate Americanism in the hearts, minds, and lives of American children.

The next question uppermost in our mind is how can children be taught the ideals of Americanism and democracy? The following list

may suggest some tangible means to the intelligent administrator and teacher:

1. Teaching the pledge of Allegiance to the American flag.
2. Teaching patriotic songs.
3. The celebrating of all patriotic days.
4. The purchasing of flags for every school room. Flying the American flag either on the school building or in the school yard.
5. Teaching the composition and history of the flag of the United States of America.
6. Teaching respect for the flag, the home, the school, the city, the State, and the Nation.
7. Teaching respect for law and order.
8. Insisting upon immediate obedience to school, city, State, and national authority.
9. Teaching the American Creed, the beautiful and inspiring American literature — history, poetry, prose, biography.
10. Teaching the important folklore of the American people.
11. The celebrating of American Education Week each year.

The underlying and fundamental principles of Americanism and democracy must be taught during the present crisis as we have never taught them before; patriotism must be taught as it has never been taught before. The children of these United States must be made of one mind and that must be for the preservation of this beloved land of ours—now and forever. This can be done and the entire school personnel must aid in this tremendous task.

Hard work now by every one will make this nation secure and safe; for we as educators must teach not only the fundamental processes, but we must also teach our youth to be citizens with high Christian ideals and principles. The true American tradition has as its underlying principles industry and purposeful activity. George Washington was for many years a hard-working surveyor; Thomas Jefferson a gifted designer of useful appliances; Benjamin Franklin a journeyman printer, an inventor, and the best electrician of his age; Abraham Lincoln split rails, kept a store, built and worked on flatboats; Booker T. Washington worked in a salt mine and did all kind of laborious work in order to secure an education, and a host of other great Americans believed in the dignity of labor.

American education is today faced with the most difficult problems in its history. In the twelve or more months that have elapsed since the opening of schools in September, 1939, world shaking events have occurred. More than a year ago we knew that the military power of the Nazis was great, but even the military critics did not foresee how great this power was—that in ten months, with only Sweden, Finland and Switzerland remaining (as virtual prisoners) the blackout of democracy would be almost complete in Europe; that Britain would be fighting for survival with Fascist domination actually threatening the world.

Already Americans have become profoundly affected by these horrible events. Billions are being poured out for national defense. The people have been deeply stirred, and they have become deeply concerned for the American way of life which they believe endangered by the onward sweep of the brute force of the European dictators.

Education does not escape the impact of this crisis. The whole educational set up in its entire ramification has felt with a terrific shock the world-wide crisis. The schools are already affected in many different ways. Financial needs and problems are accentuated. Curriculum problems are made more complex and difficult. The need for understanding on the part of the people of the vital importance of social education in a democracy is greatly enhanced.

The American schools must study dispassionately as possible the present world crisis and the progress of the war, and always from the point of view of our democratic ideals. Americanism and democracy must be taught in our schools more effectively than ever in the past. We have made gratifying progress in civic and social education, but much still has to be done. Adult education needs to be extended and made more vital. A great program of adult education which will bring millions of citizens together in our public schools in forums and classes for the study and discussion of social problems is needed. To accomplish these purposes the financial sup-

port of education not only must be continued, it must be increased. To weaken our educational and cultural institutions in time of crisis, will be to decrease the strength of American democracy.

The control of education must be kept close to the people at all times. It is, therefore, of the utmost importance that only men and women of the finest character and social intelligence be called to membership on our boards of education, textbook commissions, curriculum commissions, and the like in these critical years. The safety of our free social institutions demands generous Federal aid for education, in order that every state may provide good schools. But centralization by the Federal government must be studiously avoided. Vocational and technical education must be provided by the school wherever needed.

Our teaching profession needs to be better organized and unified in order that it may more effectively represent education in our local, state, and national life. Upon the teaching profession rests the responsibility for building among the people a keener appreciation of the vital nature of the educative processes in a democracy. The schools have a great responsibility for leading the American people to see that national policies should be formulated always in the light of existing conditions and realities and in the light of the general welfare rather than in accordance with prejudice or outworn ideas that may have come down from the past.

Youth in the public schools must learn that public policy should always be formulated in accordance with our democratic values and in recognition of the facts of existing conditions.

All these problems and many more should be subject to study by the staff of every school and school system. Conferences and faculty meetings in every school system must be carefully planned for this purpose by teachers and administrators. Difficult years lie ahead for our country, but our democracy has great strength and great resources. One of its greatest resources is its educational system.

Publicity In the Elementary School Library

By MISSOURI BOGER WILSON
Logan Elementary School, Concord, N. C.

[Address given at the School Librarians' Section, N. C. Negro Library Conference, Rocky Mount, April, 1940]

Full many a tome of purest print serene
The dark unfathomed shelves of libraries
bear.

Full many a book is born to blush un-
seen and

Waste its wisdom, while we tear our hair.



THESE words were paraphrased by Kate Coplan of the Enoch Pratt Free Library from the lines by Gray in his celebrated "Elegy written in a Country Church Yard." Everywhere the most successful organizations are those which tell the world who they are, where they are, what they are doing, and how they are doing it.

Publicity is a very definite problem in library administration, and is one of the major devices which the librarian can use to good advantage.

I. NEWSPAPER PUBLICITY:

Prof. Bleyer of the School of Journalism at the University of Wisconsin states, "Library news is not so striking as athletic or some of the other types of school news therefore, it is vitally important for the librarian to make the news so interesting that the paper will want it." News possibilities in the elementary school library are new books, games, contests, book series, exhibits, lists of books the teachers like, lists of books the students like, and book drives.

It is the duty of the librarian to give sound advice on what the reader wants to know from these items—what is it all about? When did it happen? How did it happen? and Why? should be answered in the lead of the story. We should decide the feature or the most interesting phase of the story and play it up.

II. EXHIBITS:

Next to newspaper publicity, exhibits offer the most effective bait for prospective library users. First, the exhibit should be bait. This we frankly admit. Second, the exhibit should receive pub-

licity and thus get publicity for the library. Third, the exhibit should be neat.

We should decide what the main theme is to be, then build around it. However, in arranging an exhibit we should study and obey the rules of color, harmony, balance, and center of interest. We must attract by the pleasing appearance of the exhibit, then, after gaining the child's attention give him the message. Small cards may be used to explain the caption or the subject of the whole display. A small note on the bulletin board to the effect that the pictures may be borrowed for the class room use after a certain date, will serve to advertise the vertical file service.

Inveigle the art classes into contributing ideas and materials.

The keynote of a successful exhibit is simplicity. Materials for exhibits are posters, clippings, photographs, maps, books, and objects associated with the idea.

III. DEMONSTRATION PUBLICITY:

The March 16th number of the *Norfolk Journal and Guide* carried pictures of a very splendid example of demonstration publicity which had been conducted by an elementary school in the State of Virginia. One picture showed a library room which the children had built, the other picture showed the children wearing costumes in a health play they had given in their library. Stories suitable for dramatization, books of plays, books of games, books about hobbies, rimes, and picture books are valuable for this type of publicity.

In the Logan Elementary School in Concord, we give one period each week for the teacher and pupils of each grade to use the library. This time is spent conducting games, reading books, conducting dictionary exercises, or using the encyclopedias. Two of our grades have made braille picture books which were sent to a school for blind children. A bal-

lot was prepared in the school in the fall on which the children were asked to write the author, title, and publisher of each book they read. The child's name, age, sex, and grade were also given. The children were asked to check one of the following statements "Very interesting," "fair," "not so interesting." On the back of the ballots they were asked to write what they liked about the book or why they did not like it. At first the children's responses were not so good, but there is a marked improvement in the way they express themselves. I read a ballot recently on which a boy said, "I always check 'very interesting' because of all the books, I have not read a book from the library that was not interesting and I am a boy in the 5-A class." A check-up on these ballots revealed that a large number of boys in our school favor the "how to make" books; and the "manner and conduct books" were more popular with the girls. One of our seventh grade teachers issued certificates last year to the pupils in her room whose ballots showed they had read a certain number of books. Before the end of the school year, it is our aim to borrow her idea by issuing reading circle certificates to all of the students in all of the grades whose ballots indicate that they have read a certain number of books.

Repetition is one of the devices which the creative artists use in literature and in art. In the elementary school library the constant invitation to read, with the suggestions which posters, book exhibits, and the very atmosphere of the library often will in time bring results.

Timeliness is another important factor in library publicity. Certain special weeks are set aside for special interests in every community, any or all of which may be the occasion for advertising to

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From One Youth To Another

Or the Need of a Negro Youth Movement

By SALLY E. LASH

Teacher, Fourteenth Street Elementary School, Winston-Salem, North Carolina



I, there, young fellow, don't take it so hard; it could be worse—much worse. And for heaven's sake, don't sit there with your head bowed in your hands and your shoulders bent low as if the weight of the world's cares were on you. Oh, no, it isn't that bad. I know the fundamentals of human nature and I've been in practically the same situation—and “wearing the same boots, too”—but I came out somehow just by persistence, prayer and work.

Yes—I'm Dark Youth; but, I speak as any youth who is striving realistically toward an idealistic goal. All of us share common attributes. I, too, am often swept along reluctantly by the changing standards of a restless, troubled world, and I imagine that I balk momentarily as much as you do; yet I keep right on searching for an interpretation of a solution to an understanding of the “whole darn mess.” Sometimes I feel despondent, too. Why? Well, what youth wouldn't become despondent or remorseful when he gropes for the good life (security, new experience, recognition, companionship and contentment, and social approval), and in reaching out into space after art, after beauty, after idealism, after love, his hand returns with only a handful of grey, threadbare inconsistencies? Our forbears instruct us to keep busy to forget our remorse, but do we want to forget, do we want to be escapists? No, emphatically, no; we must face the hard, cold, steel blade of life, the realities of life to reach anything akin to the good life. Every healthy, normal youth is energetic and idealistic. He wants to work, but he wants to work at something profitable, something that will assure progress and will not make him feel that he is trodding aimlessly in one endless rut. In fact, the youth who holds the destiny of the world of today and of tomorrow in his

hands is the creative youth—the youth who thinks, who plans situations for a purpose—and is willing to suffer calumny and the ridicule of the crowds for the sake of a cause that he knows is right—from experience, from constant experimentation and open-minded study.

It is here that I think of some former creative efforts of European youths which culminated in what we know as youth movements. Thomas F. Neblitt in *Youth Movements in the United States* defines a youth movement as “an organized effort by young people in the cause of social progress, and youth's welfare in particular.”¹ These movements I speak of were not led by adults but by creative youth themselves. I'm not sanctioning the ones established for political or military purposes as those in Italy, China, or Russia. However, and oddly enough, the Youth Movements of 1898 and 1902, under Karl Fischer and Ludwig Gurlitt, respectively, in Germany can be remembered favorably, for they were directly responsible for the reformation of many educational views. These youth movements preceded the Revolution during the early part of the twentieth century in Germany and when the Weimar Republic in August, 1917, undertook the task of reforming its educational system, many of Fischer's and Gurlitt's ideas served as models.²

Just after the Revolution, Germany was intellectually restless, and the principles of the school were rigidly regulated by the central authorities. Progressive schools represented a general spirit of unrest which pervaded the country from the close of the 19th century and was widely represented by the youth movements. The schools were mechanical and formal, the work being bookish and unrelated to the life and interest of pupils. False standards had been set up which resulted in pres-

sure from the home on the pupils and from the authorities on the teachers. Esthetic and creative activities were ignored. Elementary schools were dominated by the spirit of intellectualism derived from secondary and higher education, but limited and regulated by official regulation. No attention was given to the development of power, judgment, taste and discrimination. Schools failed to create in the pupils the ability to meet new situations.³

Criticisms of the educational system listed above started the revolt of youth in 1898. Karl Fischer, a student in one of the secondary schools in Berlin organized the first group of Wandervogel and laid the foundation for the youth movement, which was to sweep the country and cultivate a new spirit and new attitude. He formed at the same time a council of parents to help him in his work.

This movement proved to be a back-to-nature movement. Members trekked the outdoor country, talking to peasants, learning folk songs and folk dances. It spread—developing from an experiment in living into a philosophy of life—reacting against the trivial and artificial banalities of a mechanized and materialized industrialism. Power, pleasure, wealth and social prestige were scornfully cast aside. Their goal was the spiritual freedom of the individual. The movement had its own standards. It was non-political and had no religious commitments. These 2,000 young Germans who assembled in 1913 shunned tobacco and alcohol, substituted the open air for the dingy inside and were convinced of the right of self-determination. 10,000 of these young Wandervogel served in the World's War, 2,000 being killed. During the war they published a journal to contact the members, and a

¹ Neblitt, Thomas F., *Youth Movements in U. S.*

² Meyer, *Development of Education in the 20th Century*, p. 87-88.

³ Kandel, I. L., *Comparative Education*, p. 425-426.

point in its favor was that it was not seared by religion or politics. The movement spread throughout the secondary schools of Germany and was finally taken up by the girls, filling the parents with alarm and suspicion. Many teachers came into the movement in an attempt to "bore from within." The war checked them temporarily, but the ideals were already stamped in the young minds and hearts of Germany. There, as always in any new philosophy, was public criticism, but the church finally realized the effectiveness of the Youth Movement. Protestant branches were organized on many campuses. It took a deep hold on the Catholic Church because of its freedom from the state. Each group had its own club house.⁴

The second youth movement was a subsequent part of the first and was led by a young German teacher, Ludwig Gurlitt. He believed that the humanistic gymnasium should be filled with the artistic spirit. He became critical of himself and others. "Youth, to him, was being glutted with subject matter and helplessly it had to engorge all this cultural fodder, which was being hauled up in larger and larger loads." His attack was launched in 1902, and under him the movement came to life. In his many books to clarify his views he advocated a decrease in the number of school hours, extermination of linguistic formalism, decided stress on local cultural values, late beginning of foreign language instruction, elimination of learning coercion in lower classes, education in the outdoors, and a student's right to question. In short, he believed in a natural, local education from the near to the remote. He despised indoctrination of any sort. Some of his declarations were to this effect: "With youth we do not have to set ourselves up as custodians of untouchable and eternal truths. If only we can be of help to children and let them perceive our honest intentions to help them—we can obtain the authority we desire. The teacher must always be a living example to his pupils of whatever he wants to inculcate in his protégés."⁵

These two youth movements were very effective and important in the history of German Educa-

tion. They began as protest against the school's heavy intellectualism and struck a keynote for greater educational liberalism. Two important trends in education developed: To attract young men trained in the youth movement into the schools as an administrative device; the general adoption of the policy of giving the same class of children to the same teacher for three or four successive years. The influence of the movements crossed to Switzerland, the Netherlands, and the Scandinavian countries.

I've said all of that to prove what a group of spirited, inspired young people with a definite purpose, a well-defined goal, did toward social reform; and I, along with many other people far superior in wisdom and understanding, believe that a similar thing can and must be done, presently, to save the destiny of our nation; the democratic way of life. Nevertheless, we realize that the varying national characters of Germany and the United States condition to an extent the growth of organized movements. People of Germany admire disciplined order, like organization and accept willingly authority, but we in America believe in liberty and self-determination. We possess much restless energy and demand immediate, ready-made solutions, going about optimistically saying: "Tomorrow must be better."⁶ It seems that our heritage is what those young German Wandervogel tenaciously grasped for and found and used for a great purpose, reforming educational principles. Unfortunately, it seems that we, especially our dark youth, are unwilling or afraid to use their heritage in something that is necessary in these disheartening days. Here, I believe the man who said: "Every good has within itself the seed of its own destruction." We bask ourselves and strut around so much like peacocks in our individualism, our self-determination as we term it, that we're afraid to cooperate with profitable endeavors. We're suspicious of everything, even ourselves.

If the present war is to involve us directly, as some commentators say it will, something must be done to preserve and enhance the culture of our great country. Some-

thing must be done to offset the utter disillusionment and despondency, as well as debauchery, that usually follow a war. I believe that a youth movement affiliated with the church or school and representing a definite social cause can bridge the gap between war and peace. Nevertheless, it was my experience, no later than this summer and fall on the East and West coasts, to realize that many promising young people with outstanding abilities and potentialities of being some of our nation's greatest leaders have become so afraid of the inconsistencies of life and the apparent imminence of war that they have turned to wholesale intemperance and drink, saying: "We'll drown out the horror of it all, for we only have the moment." Ambitious youth shall never accept failure. Adversity should inspire rather than discourage. The two youth movements in Germany were partly checked by the World War but flourished anew afterwards, for the ideals begun before the war still lived in the minds of the young people.

The American youth movement should not be a movement for war, but for democracy in its broadest sense, which envelops creative pursuits. Thomas F. Neblett in *Youth Movements in the United States*, illustrates the changing attitude toward youth's place in American life and discusses youth before and after the war. He also describes programs of such organizations as the National Student Federation of America, the American Student Union, the American Youth Congress, the NYA, religious youth groups and local youth action societies. "Perhaps democracy in America can effectively bolster its position by recognizing the demands of youth for careful consideration of its problems and generous acknowledgment of its place in society; although the majority lack a dominant ideal, youth everywhere will be found to be sincere, responsive and capable when given opportunity, youth still have the desire to build, to make tradition, and to develop their own standards and no inherited sets of inhibitions or hand-me-down creeds will satisfy them."⁷

⁴ Kandel, I. L., *op. cit.*, p. 427.

⁵ Kandel, I. L., *op. cit.*, p. 428.

⁶ Kandel, I. L., *op. cit.*, ch. 2.

⁷ Neblett, Thomas F., *Youth Movements in the U. S.*

What Is the Part of the Elementary School In a Program of National Defense?

By AARON F. WILDER, Principal
Norfleet School, Halifax County



SHALL discuss what the teacher can do, emphasizing the following vital factors toward building better citizens.

1. Teacher-pupil responsibility.
2. Health improvement.
3. Characteristics of the democratic way of living and their development through school workshop and choral speaking.

Someone has said that the bottleneck of education is in the primary grades. I am sure we can truthfully say that the bottleneck of common defense is in the hands of elementary school teachers. Then, what can we as elementary teachers do with the lives of those who come to us to be molded. *The fact that the teacher is the key to effective citizenship training makes his or her responsibility* a great one in carrying out sound training for the common defense, for neglect of adequate citizenship training may be national peril. The signs of the times presents a challenge and a golden opportunity in its call to all elementary teachers for patriotic public service in teaching citizenship and democracy.

"I believe in democracy," a teacher will say, "but how do I teach it? There are many mediums by which we can preserve the best and finest things in American life and train our younger children in better "living for today and learning for tomorrow."

Now as never before there is a need for providing opportunities for *developing good citizens*. It is good for a child to feel himself a part of a large group — a group made up of individuals working and playing together harmoniously.

(2) *Improving the health* of the pupils whom we contact daily is most essential for without a sound

body no person can defend himself nor the nation. The total defense program has placed additional emphasis upon physical rather than military training in the secondary schools, hence the best contribution elementary teachers can make is to build healthy individuals through a balanced program of exercise and recreation. By screening pupils the teacher is able to work with a group according to their defects. She can teach them good health habits through games, playlets, health talks, posters, club activities, projects, puppet shows and by inspections all *pupil participation*. A further opportunity is given in the screening process to teach the importance or need of the school lunch and lunch room, thus eradicating a great deal of malnutrition. The following should be stressed with the use of the lunch room; which in turn will teach our children common defense through participation; cleanliness — which is next to Godliness; well-balanced menus; cooperation, friendliness, correct forms of etiquette, self-respect and loyalty. *Selection* of proper foods which will be taught to children in balancing menus is a most important factor in the line of defense. You will readily agree that upon good food depends the efficiency and ability to work and think, the endurance and keenness of muscles, nervous system, mind and posture of an individual. Without these all other preparation, regardless of careful planning will be inefficiently executed. Do not misunderstand me to say, however, that this is the only way to improve health in our schools but time will not permit me to discuss it at length.

Education for democracy must be education in a democracy. In carrying out a program of education for the common defense, the

three characteristics, of the democratic way of living should be our guideposts for all teachers' and pupils' activities.

First—*A belief in the dignity and worth of the individual*. Every individual possesses unlimited potentialities. What the individual *does* counts in a democracy, hence children with the aid of the teacher must learn self-control and self-discipline of selfish impulses.

Second — *All human living is interrelated*. No man can live to himself alone. We must train children to live and work in groups, to cooperate, to respect the rights and opinions of others, as well as developing attitudes of responsibility, a sense of "weness" and mutual helpfulness in school life if we expect any carry over of these qualities into adult life.

Third—There must be developed within our boys and girls a faith in *reason or reflecting thinking* as a means for the solution of problems and conflicts, for free men must discuss problems and arrive at conclusions together. A shared discussion of what to do and how to do it and what things to expect is always an educative experience. Each teacher, of course, might work out her own educational objectives suitable for his or her group. Herein lies an opportunity for the teacher to make children conscious of the power and beauty of our own language in its best form.

One way of doing this is through *Choral Speaking*, realizing that with the telephone, the radio, swifter transportation and the necessity of more oral communication there is a demand for better speech, it is an opportunity to promote democratic situations in our school rooms, for in no other enterprise do children so completely think together, feel together and work together for the complete suc-

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What Is the Part of the Elementary School in a Program of National Defense?

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cess of their endeavors. They learn to project their personalities through the speaking of words together, interpreting of characters, broadening of concepts thus broadening their outlook and understanding. After all this is the democratic way of life. Elementary teachers must learn the way of life of the students so as to help them become capable of getting by without being exploited in life.

Begin with a few objectives such as the following: (1) *Development of effective ways of thinking*—for example, imagination, giving illustrations of his own, relating facts observed or read to past experiences, applying facts to his local community, applying facts to the State, nation, world and drawing conclusions.

(2) *Acquisition* of desirable social attitudes; bringing out self-discipline; learning to work and play with others, respect, sharing and tolerance.

(3) *Development of essential work habits and study skills*—Paul Hanna in his book, *Youth Serves The Community*, tells us that children and youth will best learn how to live in a democratic society and changing world by actual thoughtful practice of the process itself. This means the utilization of educative activities.

(4) Increasing the range and maturity of each pupil's interest—Here the school work shop idea gives an opportunity for training the hands as well as the minds. Booker Washington, one of our greatest pioneers in the field of education, stressed the importance of education of the hand, heart, and head. Classroom workshops bring about loyalty, obedience, respect, courtesy, self-reliance and cooperation, through an increased interest in care of books, hobbies, crafts, and nature activities. If the school is a workshop in a democracy pupils and teachers will study their problems together (those problems for which children at any age level may assume full or partial responsibility, plan ways of meeting them, experiment with solutions and finally evaluate the results. Boys and girls living

under a democratic form of government should be taught democratic ways of life.

Teachers can further carry out, through the workshop practical training in *citizenship in the community* through classroom experiences, for example—Protection of school properties, planting trees, shrubs at home and at school; planting gardens at home and school (this fact brings us back to our earlier discussion of Health Improvement). Exchanging ideas, experiences with other boys and girls of same age in other schools, making toys, maps, other articles, writing letters, and many others.

Finally, from the viewpoint of the teacher, I will say it is ours to provide a well-balanced program for the spiritual and moral defense of democracy through *Training in Civic Action*, by providing classroom experiences; *Training in Civic Thought*—through a study of modern problems, an appreciation of America's vast natural and human resources, America's industries, America's people and their contribution to our American way of life. Our American standard of living, for we must build better citizens through education, recreation, hobbies, clubs, art, music, and crafts.

Lord give us men the times demand,

Strong minds, true hearts, and willing hands;

Men whom the lust of office cannot kill,

Men whom the spoils of office cannot buy;

Men who have honor,

Men who have will,

Men who will not lie,

Men who will not face the demagogue

And condemn his treacherous flatteries, without winking;

Tall men, strong men

Who live above the fog,

In public duty and private thinking.

Americanism: Its Significant Implications in Public School Education

(Continued from Page 2)

The future of our country will depend in large measure on the kind of education the schools provide for the people. The crisis upon which we are entering calls for

intelligent, resolute, educational leadership, for the highest statesmanship.

This year the theme for American Education Week is—For the Common Defense—which will stress the enrichment of spiritual life, the strengthening of civic loyalties, the development of human resources, the safeguarding of natural resources, the perpetuation of individual liberties, the building of economic security and the provision for public education as the primary bulwark of our internal defense against forces that seek to destroy Americanism. Perhaps no better time could be selected than the present with its uncertainties, conflicts, and doubts to bring home to the people not only the importance of public education, but also the necessity for keeping the schools under community control close to the home and the people. The public education program must ensure:

- (1) The intelligent conservation and utilization of the nation's resources, both human and natural.
- (2) The development of the health and physical status of the people to the highest possible level.
- (3) The development through education of the native capacity of the population for individual and social well-being to the highest possible level of effectiveness. This includes mental alertness, the growth of moral and ethical values in the individual and the development of a sense of social responsibility and of the capacity for effective cooperative action.

Our schools today must contribute and continue to contribute to the military strength, the economic well-being and the upbuilding of the morale of America. Planes, tanks, guns, and ships, will be of slight value unless they are manned by those who have a genuine loyalty to the ideals and institutions of our country. The school can make a great contribution to national defense by strengthening the morale of citizens. It can strengthen the unity, the confidence, the loyalty and the idealisms of the American people through attention to many activities and practices that can go forward in every school, the large, the small, the elementary and secondary, the rural and urban. It can also add

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Is Religious Training Needed In Our North Carolina Public Schools?

By CLARA CELESTINE BARNES
Wendell Elementary School

It was a wise person who said, "Train up a child in the way he should go; and when he is old he will not depart from it."

We, the trainers and educators of North Carolina youth, often boast of the progress our State is making in the field of education. Can we mention any marked progress in the field of religion?

The State of North Carolina has done a wonderful job for the citizens of the State, and especially is this progress seen among the Negro girls and boys. Wonderful, because every girl or boy in the State who desires an elementary or high school training may secure it with little or no cost on his part or the direct cost of his parents. There are State textbooks that may be used free by the elementary pupil; free school transportation; and free school lunches. These things are at the disposal of nearly every Negro boy and girl in the State.

The State has done an equally fine job in giving to the Negro girls and boys well trained teachers. Those teachers who desire training above that of college level may now secure it. Such is a splendid record for the State!

With such well equipped schools, well trained teachers, and a well-planned course of study, is there not yet something lacking in the public school curriculums of North Carolina? In the school we teach: "reading," "writing," "arithmetic," "history," and other courses which tend toward progress. Is that course, that is so important to the welfare of any community, state, nation, or world taught? Do we give instructions in religious training?

By religious training I do not mean the training of one to preach the Gospel, or believe in a particular denomination. I mean that training which has to do with the building of right character, cor-

rect principles of conduct, and that training which furnishes an objective toward which to move in life. Such training goes to make life sweeter and worth living.

Some of the schools of the State have included religious training in their curriculums. These schools are for the most part church schools and I suppose that they teach certain religious rites in regard to their respective denominations. But what of the public schools in which the greater percentage of the youngsters are housed of the State? Is religious training a part of their program?

Mr. Stephen J. Wright of the N. C. College for Negroes said in an address on June 23, 1941, before a group of undergraduate and graduate students that the following city and state schools have found the need of religious training and have placed in their curriculums the provisions for the same: "Chicago, St. Louis, Colorado, Durham, N. C., and New York City (elementary)."

The teachers in the above named schools must meet the requirements of the State Board of Education and they receive their salary from the churches of the respective communities.

What are some of the needs of religious training in our schools? The world crisis of today demand citizens who possess sound character, correct principals of conduct and who are fair minded; citizens who will make for us a new world of life; citizens who will close the door on the past and open the door into a new area, and citizens are needed who possess moral leadership.

What are we going to do about such a problem that is so vital important to the world today and especially to North Carolina? Are we going to talk about it and stop there, or are we going to put our shoulders to the wheel and push?

We continue to boast of our progress in the field of education.

Is there really progress? Who can accurately say? Who knows the solution? For it has been said "that no chain is stronger than its weakest link" and in our State chain of education let us replace the weak links with stronger ones. Let us educate for correct principals of conduct. Let us sense the need of religious training.

Publicity in the Elementary School Library

(Continued from Page 3)

the students the resources of the library on that particular subject.

IV. PERSONAL CHATS WITH STUDENTS:

In most of our schools we know the children and it should be fairly easy to make these contacts. I would like to pass on to you this little story. A very prominent lawyer in Providence states that his career began one morning about forty years ago when he was driving his cows to the pasture. Charles Elliot Norton, Professor of Fine Arts of Harvard met him and asked him if he could read. The boy got the idea that Mr. Norton had not read David Copperfield and that he really did want to know what it was all about. Mr. Norton loaned him the book and one night the boy went to the professor's home and told him the whole story of David Copperfield. Then another book was loaned to him and another and another. This educational process lasted two years and the boy went to high school.

V. ADULT ORGANIZATIONS:

In our elementary school libraries might it not be helpful to interest the parents in the library's service to their children? Perhaps we cannot do much in a social way but it is possible to

(Continued on Page 9)

Life

By W. S. MAIZE, *Instructor*

State Teachers College, Fayetteville, North Carolina

Man is remembered more by his failures than by his successes. He is blessed more for what he does not do, than he is praised for what he does. The reason for this is because failure or omission is more conspicuous.

Life is similar to a book. In fact, life's ledger has two pages. We may call one side the credit side, and the other the debit side. One must be judged more by his lost opportunities than by his accomplishments. Why should a person be praised for the things that he is expected to do, and should do much better than he does? Why shouldn't he be blamed for the opportunities he ignores? Students grasp every opportunity! Let every soldier and civilian do likewise! Why? Because the best things of life are opportunities for service. One is helped most not when he is given something, but rather when he masters the way to make a fortune, not when he is bequeathed wisdom, but when he has the ability to acquire wisdom; not when he is a recipient but when he makes others recipients. This is the thing that goes to make up life.

The material things in life may be highly desirable, but often they are gross and sordid. They become an end in itself. They can nurture and sustain a hungry soul about as well as ice cream can satisfy a hungry stomach. If there is any satisfaction at all, it will last only a short while. The material would not amount to anything in this life, were it not for the spiritual. A golden cup can not quench one's thirst. Costly jewels can not lengthen life. Money can not create love and mercy, kindness and gentleness, patience and perseverance.

The best opportunities are near us. They are not remote. They are in our homes, our vocations, our neighborhoods and in the depths of our individualities. All they ask is that we reach out and pluck them and develop them.

Each student, each person plans

to do better and be better some day. Most people have some fine resolutions deep down in their hearts. Some day we shall fight that destructive habit, some day read these excellent books, some day help my college or hospital, some day speak the encouraging word to that struggling young man or woman, some day put into effect that decision.

He can who will, but some great opportunity comes but once. The less you do your job today, the less you will do it tomorrow. Every period of life has its lessons and its duties. It is mighty hard to retrace one's steps and do today what should have been done yesterday.

The good things of life never cease, but they come in small numbers, the more we ignore them. Today you have health, time, friends and everything that could be desired. Tomorrow some of these will be gone. Do your best while you can. Contribute to the good things of life.

Remember these words of Abraham Lincoln:

"The leading rule for a man of every calling is Diligence;
Never put off for tomorrow,
what you can do today."

Americanism, Etc.

(Continued from Page 7)

to the reserve of the physical well-being and can strengthen other essential elements of a well-planned defense program.

Americanism and democracy may be considered therefore as those activities which have gone into the making of the American way of life. We seem to be practically unanimous in the belief that the fundamentals are worth preserving. Popular government with constitutional limitations, the protection of minorities, the guarantee of certain rights to the individual—these and other rights and privileges we have come to look

upon as our American heritage. Americanism insures a nation of free men with God given rights, and with a government erected to maintain and preserve them. The times demand that we reaffirm our faith in Americanism and democracy. Real Americanism demands that we dedicate ourselves to the preservation of the heritage of the American way of living. Let us unite and dedicate our hearts, our lives, our energies, and our fortunes to the defense of our great nation.

Education is the foundation of national defense. Teachers, pupils, parents, community resources, curriculum material, school activities, and the like are essential factors in any program of national defense. Americanism and democracy must look to the schools and educational systems for leadership during this crisis to safeguard the American way of life.

"Long as thine Art shall love true love

Long as thy Science truth shall know,
Long as thine Eagle harms no Dove

Long as thy Law by Law shall grow,
Thy brother every man below

So long, dear Land of all my love,
Thy name shall shine, thy fame shall
shall glow!"

That is the way of Americanism,
that is the democratic way of life.

Publicity in the Elementary School Library

(Continued from Page 8)

organize such groups as a Mother's Reading Club or a Friends of the Libraries Group.

Speaking of adults I am reminded of the rime "There was an old woman who lived in a shoe she had so many children she didn't know what to do. She gave them some broth without any bread, she gave them a spanking and sent them to bed." And someone has said, "There was another old woman who lived in a shoe, but she was wise and knew what to do. She gave her children good books to read. Then of a stick there was no need."

North Carolina Teachers Record

Official Publication of the

NORTH CAROLINA NEGRO TEACHERS ASSOCIATION

Published in January, March, May and October by the
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DR. G. E. DAVIS *Editor-in-Chief*

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VOL. XII

OCTOBER, 1941

No. 4

EDITORIALS

North Carolina State School Commission Raises Teachers Salaries

ACCORDING to facts culled from the *Charlotte Observer* of July 18, the State School Commission approved a budget of \$23,136,848, an amount in excess of any other appropriation ever appropriated for her public schools.

Mr. Nathan H. Yelton, secretary of the commission, stated that this amount will raise the pay of teachers back to pre-depression levels.

The commission appropriated \$339,560 to give A-grade instructors a ninth increment of \$5.00 a month, \$52,000 to give principals an increment of \$7.00 a month.

It also set aside \$260,304 to further reduce the differential between white and Negro teachers. Teachers with master's certificates and "successful" teaching experience, under a new classification may receive \$150 a month.

It was further stated that the increase for Negro teachers will raise the minimum of 5,790 A-grade teachers from \$82 to \$87 a month.

Increases for Negro classified principals are raised from \$128.50 to \$134, as a minimum, and from \$242.50 to \$248 as the maximum.

The commission estimated that 7,013 white teachers would get a ninth increment of \$40 a year and 1,845 Negro teachers would receive a ninth increment of \$32 a year.

However, the Negro teachers' pay is still lower by \$18.00 than the white maximum, and in the master classification \$20.00 below the figure for white teachers. The obliteration of the differential "is a con-

sumation devoutly to be wished." No doubt in time this difference will disappear.

The program for equity still moves forward like the shadow on the dial plate or the heavenly body by which it is marked. We will continue to make our appeal for the State to attain this goal—ever keeping before the authorities that we are not unmindful of this unjust discrimination.

The Negro teachers hold identical certificates, earned by the same toil and even greater sacrifice. The burdens, financial and otherwise, rest just as heavily upon their shoulders as upon the whites, and we firmly believe the white teachers themselves would like to see this injustice removed. "*Esse quam videri*," not *Videri quam esse*, is emblazoned on the State's escutcheon.

Concerning the District Meetings

AN order that all the teachers may be informed as to the time and place of meetings of the four district teachers associations, we are here presenting the officers, times and places of said meetings:

WESTERN DISTRICT

The Western District of the N. C. Negro Teachers Association will hold its meeting at the Ridge View High School, Hickory.

The meeting will be held Friday, November 7th, which is the first Friday in November.

The officers of the district are: President, G. L. Johnson; vice president, B. D. Roberts; secretary, A. H. Anderson; treasurer, G. W. McCallum.

NORTHEASTERN DISTRICT

The next meeting of the Northeastern District will be held in the Darden High School, Wilson, November 8th.

The officers are: President, Mr. H. C. Freeland, principal Waters Training School, Winton; vice president, Mr. H. D. Cooper, principal Ahoskie High school; secretary, Miss M. C. Taylor, Parmele Training School.

SOUTHEASTERN DISTRICT

The Southeastern District will hold its meeting in the E. E. Smith High School at Fayetteville, the third Saturday in November, which is the 15th.

The officers are: President, Prof. E. A. Armstrong, Fayetteville; vice president, Mrs. Clara D. Mann, New Bern; recording secretary, Miss Sarah B. Nixon, Goldsboro; corresponding secretary, Mr. J. W. Broadhurst; registrar, Mrs. Annie M. Evans.

PIEDMONT DISTRICT

The place of the meeting of the Piedmont District as voted at its last meeting was to be Rockingham; however, at this writing we are not prepared to state as a certainty that the meeting will be held there.

However, if the members of the district are not duly informed of change of place by the officers of the district, the meeting will be held there the second Saturday in December, which is the 13th.

The officers are: President, Mr. J. F. Gunn, Burlington; secretary, Miss Lenora McCullough, Yanceyville.

Our National Symbol of Unity

By VIVIAN R. SHUFORD
Mary Potter School, Oxford, N. C.

In a democracy, more than in any other type of government, there is a need and demand for a school curriculum which meets the needs of every American citizen. To meet these needs we must inaugurate an effective defensive program, and if the schools are to do their part in the inauguration of this program, we as teachers plan, with care, our curriculum construction.

For the past few years events in the United States and abroad have very definitely put American life on the defensive side. Our present defensive program surpasses any other ever attempted in our history. We are witnessing our very first peace time conscription of men. The least we can do as American citizens is to lend our every effort to the carrying out of such a project.

We cannot take for granted that since we are American citizens that is enough. On the contrary, our duties are made manifold. The necessity for true-hearted, loyal Americans cannot be over emphasized during these perilous times. It is the opinion of many Americans that the term "democracy"

merely suggests or implicates the standard for a nation, but do they really comprehend the significance attached to democracy as it lends itself to every day life?

The definition for democracy in 1914 as compared to the definition for democracy in 1941 is definitely different—not so much in the definition itself, but in the interpretation of the same. In our contemporary, complex society, we must fit our democratic needs into the everyday needs of each individual. In 1914 had you visited most any high school in North Carolina, you would have heard civics teachers probing the students with laws on "How to be an American Citizen." Now, in 1941, we as civics teachers, must not only teach our students to be mere good citizens, but we must also help them to become American-minded by showing how the defensive program, sponsored by our United States Government, prepares an individual for everyday needs.

To show that we are trying to inculcate principles of democratic living here at Mary Potter, the 3-A American History Class made an American flag as a spring project.

This flag is made of red, white and blue sateen and by regulation measurements. The stars are whipped on in button-hole fashion and makes an attractive finished product. Each student contributed, in some way, in helping to complete the project—some sewed, some cut the strips, others the stars. When it was finished, each student felt that he or she had offered service. Is that not one of the first principles of true citizenship?

This flag was presented in chapel and dedicated to Mrs. G. C. Shaw, one of the most outstanding citizens of Oxford, N. C. The presentation was accompanied by a program based on national defense, including poems, essays, national hymns and facts we should know about the flag.

The teaching of the Constitution, Declaration of Independence, and the history of the United States is not enough for the development of citizenship in a democracy. As important as they are, they do not produce individuals thoroughly patriotic and American-minded. What we need as a nation is to become "democratic" by experiencing democracy.

We have done our best to include the name of all paid members. We will gladly make any corrections and insert any omissions in the January issue.

Membership Roll, 1941-1942

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Jordan-Sellers High School

Mr. J. C. Johnson, Mrs. F. M. Johnson, Mrs. M. L. Walker, Mrs. B. P. Johnson, Miss M. F. Rhodes, Mrs. H. L. Durant, Mr. S. L. McKeithan, Mr. W. J. Fisher, Mrs. A. D. McKethan, Miss D. N. Lawson, Miss C. L. Harrison, Mr. C. R. Scott, Miss H. T. Boykins, Mrs. G. M. Whitted, Mrs. E. N. Fisher, Miss D. Houston, Mrs. E. T. Perry, Mrs. M. P. Mitchell.

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Mrs. Lucille B. Morrison, Miss Geneva Medley, Mr. Charles C. Marable, Mrs. Ann H. Twitty, Miss S. Puline Williams, Mrs. Julia Johnson, Mr. R. W. Johnson.

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Bladenboro School

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Bladen County Training School

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Burton Street School

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Morganton-Burke Teachers Association

Rev. W. S. Plair, Miss W. Happel Holdt, Mrs. Hattie Irving, Miss J. B. Dixon, Miss Louise Bell, Mrs. M. M. Corpening, Mrs. R. F. O'Neil, Mrs. L. G. Walton, Mrs. W. B. Gibson, Mrs. C. S. Hamilton, Mrs. I. R. Flemming, Mrs. K. H. Young, Mr. J. O. Johnson, Mr. J. H. Carson, Mr. C. R. Daniels.

CABARRUS COUNTY

Barber-Scotia College

Miss Marion Carter, Miss S. M. Rice, Miss Mamie Bedell, Miss C. A. Percival, Miss Jesnette Temple, Miss Alta Newton, Miss Vivian Joseph, Miss Carrie Mabry, Mrs. Lucile D. Brooks, Mr. C. E. Boulware, President L. S. Cozart, Mr. M. F. Shute, Mrs. L. S. Cozart.

Logan High School, Concord

Mr. E. L. James, Miss Ruth Blake, Miss M. E. Banner, Mr. M. L. Barfield, Mrs. E. B. Baucum, Mrs. L. D. Boger, Mrs. L. J. Best, Mrs. E. G. Brown, Mr. James Boger, Miss L. R. Council, Miss D. E. Dennis, Mrs. B. N. Fowles, Mrs. A. E. Hayley, Miss G. P. Hayley, Mrs. E. O. James, Miss K. E. Jones, Mrs. R. N. Moore, Miss F. M. Onque, Miss L. M. Spencer, Mrs. M. I. Wilson, Mrs. M. M. Williams, Mr. E. J. Willie.

County Group

Miss E. Byers, Mrs. S. O. C. Weeks, Miss Marion Woods, Miss Frances Lee Alexander.

Center View High School

Mrs. L. N. Alexander, Mr. C. T. Craig, Miss L. M. Dean, Mrs. E. W. Fisher, Miss S. E. Gibson, Mrs. D. B. Gilliam, Miss O. B. Graeber, Mrs. E. M. Johnson, Mr. E. H. Kyer, Miss M. E. McDonald, Miss E. M. McKinley, Mrs. H. T. Reid, Miss M. E. Sutton, Miss N. S. Williams, Mr. W. L. Reid, Mrs. N. Miller.

CHATHAM COUNTY

Goldston High School

Miss Alice G. McLean, Miss Mozella Lambert, Mrs. Florence D. Little, Miss Ineas Turner, Miss Lessie Monroe, Miss Nettie Houston, Miss Naomi L. Sanders, Mr. W. H. McLaughlin, Mr. Milton B. Ray, Miss Annie J. Thompson, Mr. W. A. McLaughlin, Mrs. Roberta French, Miss Annie S. Tysor.

Hinton-Beckwith School

Mr. Joseph D. Womble, Mrs. Cornelia J. Headen, Miss Estelle M. Council, Miss Mattie B. Hooker.

Horton High School, Pittsboro

Miss Mary Boley, Mr. B. J. Lee, Mr. I. E. Taylor, Mr. C. L. Powell, Mr. J. D. Fisher, Miss M. L. Stark, Mrs. Odessa K. Harris, Mrs. Lucille Baldwin, Miss D. L. Britt, Mrs. C. E. Snydes, Mr. J. R. Richardson, Miss Mannie B. Bryant, Miss A. B. Harris, Mrs. Evelyn B. Artis.

Chatham County Training School, Siler City

Mr. A. S. Kennedy, Miss S. L. Marsh, Miss A. L. Marsh, Miss D. L. Edwards, Miss L. E. McNeill, Miss C. P. Alston, Miss M. P. Brower, Mrs. H. F. Walden, Mrs. A. F. McCleave, Mr. T. Siler, Mrs. S. D. Peay, Mr. J. T. Wilson, Miss S. E. Walden, Mrs. R. H. Robinson.

Chatham County Unit

Mrs. T. V. Crump, Mr. Beecher Coward, Mrs. K. M. Marsh, Mrs. Alvesta Spinks Glover, Mr. R. I. Brody, Mrs. Lillian G. Jackson, Miss L. M. Gunter, Mrs. Beulah Clegg, Miss Louise Durham, Miss L. M. Laster, Miss Nancy Rieves, Miss Verdie McClinton, Rev. O. P. Foster, Miss Cassie D. Ridley, Mrs. Mae D. Cotton, Miss Lula Avant, Mr. T. T. Husband, Miss Fannie Baldwin, Mrs. Lillian G. Jackson.

CAMDEN COUNTY

Sawyers Creek High School

Mrs. Bessie G. Trafton, Mrs. Ella B. Perry, Mrs. Merlyn G. Perry, Miss Evelyn M. Majette, Mr. Nathan G. Perry.

Rosenwald School, South Mills

Mr. J. H. Sykes, Mr. Clarence Bowe, Mr. James G. Thompson, Miss Lucile V. Murray, Miss Sallie W. Artice, Mrs. Katherine Calloway, Mrs. Mattie B. Stokely, Mr. M. C. Calloway.

CARTERET COUNTY

Morehead City Roll

Miss Sudie Fennell, Miss Elva Hester, Miss Mary I. Mitchner, Miss Vivian E. Mills, Miss Sylvia Sheppard, Miss Margaret Brown, Mrs. Mary E. Price, Miss Marion Brame, Mr. J. W. Campbell.

Stella School

Mr. Frank Mathewson, Miss Eva Mathewson.

County Teachers

Miss Vivian Parker, Miss Nettie H. Tate, Mrs. Ollie B. Davis, Miss Myrtle Edwards, Miss Christine Vann.

Beaufort High School

Mrs. L. S. Lassiter, Mrs. B. S. Thomas, Miss Edna Johnson, Miss H. M. Hawkins, Miss H. M. Davis, Miss W. E. Thomas, Mr. A. E. Murrell, Mr. J. G. Hayes, Miss Eliza B. Henderson, Mrs. Marie C. Lane, Mr. T. I. Long.

CLEVELAND COUNTY

Davidson School

Mr. R. J. Davidson, Mrs. M. B. Ledbetter, Mr. D. A. Costner, Miss Mattie L. Gidney, Mrs. E. A. Tribble, Miss Margaret V. Davidson, Mrs. G. H. Rippy, Mrs. Jessie G. Costner.

Cleveland County Unit

Miss L. S. Galbraith, Mr. Henry T. Allen, Mrs. Mary S. Ball, Mrs. Mittie Borders, Miss Lois E. Briggs, Mrs. Izzetta Carry, Mr. John Carry, Mrs. Mary A. Croom, Mrs. Hattie Edwards, Miss Beulah Long, Miss Dora L. Greene, Rev. D. P. Harley, Prof. W. E. Ricks, Miss Sarah Lawson Ross, Miss Glendora Rudisill, Mr. Andrew J. Taylor, Mrs. Hester Ward, Mrs. Gwendolyn D. Waters, Mrs. Duella Webb, Mr. C. G. Wilson, Mrs. Emma Woods, Mrs. Mildred C. Howell, Mrs. Agnes Spikes, Miss Esther Neil Knuckles, Miss Carolyn Alwilda Means, Mrs. Bessie Pass, Miss Susie Cooper, Miss Sylvia Robinson, Mrs. Olivia Case Reid, Mrs. Esther Roberts Keaton, Mrs. Eleanor Roberts, Mrs. Lucille L. Hill, Miss Marion Franklin, Miss Nevada McAfee Wilson, Mrs. Floride Smith, Miss Mattie Peeler, Miss Virginia Byers, Miss Lillian Carter Green, Miss Lizzie Moon, Mr. Curtis Perkins.

Compact High School

Prof. Leon L. Adams, Mr. Marshall L. Campbell, Mrs. Kathryn Wilson, Miss Lois Spencer, Mrs. Susie M. Taylor, Mr. C. P. Dusenbury, Mrs. M. O. Ratcliffe, Mrs. Laura E. Burge, Mrs. Ina E. Brown, Miss Margaret J. Falls.

Cleveland High School, Shelby

Mr. B. D. Roberts, Mrs. A. W. Roberts, Mr. James Hoskins, Mr. W. C. Young, Mr. R. L. Garrett, Mr. Alton Hagg, Mrs. Ester Perkins, Miss N. J. Pass, Mrs. Mae Troy Ezell, Miss A. E. Bridges, Mrs. C. Mack, Miss Fannetta Morrow, Mrs. Louise Howell, Miss Louise How-

kins, Miss Mills, Miss L. M. Warren, Mrs. Carrie Burton, Mrs. M. G. Foster.

Douglas High School

Miss Lula R. Walls, Miss Jaynell Harris, Miss Shiela Mack, Miss Josephine Battle, Mr. Zoel Sylvester Hargrave, Mr. A. D. Belton, Miss Gertrude Geneva Plair, Miss Louisa O. Cooper, Miss A. G. Harshaw, Mr. F. M. Pullen, Rev. A. W. Foster.

CRAVEN COUNTY

West St. High School, New Bern

Prof. J. T. Baber, Mr. W. M. Booker, Mrs. Blanche L. Rivers, Mrs. Carrie R. Fisher, Mrs. Lauretta Smith, Mrs. Willie G. Mumford, Miss K. Triplett, Mrs. Mary B. Perkins, Mrs. S. J. Pickett, Miss E. C. Mials, Miss W. M. Johnson, Miss Mary E. Dent, Mrs. Gladys R. Redding, Mrs. Eva G. Adams, Miss L. M. Jennings, Mrs. M. B. Styron, Mrs. Mary B. McIver, Miss E. Buchanan, Mrs. C. E. O'Hara, Mrs. Nan W. Scott, Mrs. E. M. Powell, Mr. P. M. Jenkins.

Craven County Rural Schools

Miss Tamar Smith, Mrs. Pearsie Gibbs Daniels, Mrs. Dorothy Walker, Miss Ruby Sanders, Leonidas J. Willie, George Stanley, Mrs. Ethel Moye, Miss Martha Butler, Miss Hattie Mae Jackson, Mrs. Elizabeth White, Thomas Hardy, Miss Juliette Gibbs, Miss Charlotte Johnson, Miss Mary Roberts, Mrs. Julia Bynum, Mrs. Mary Mattocks Brown, Miss Gona Mae Ventris, Mrs. Mary Wynn, Miss Matilda Godeetts, Miss Winnie Cobb, Mrs. Rebecca Davis, Mrs. Mary Mitchell Smith, Miss Eva Smith, T. L. Bynum, Mrs. Nannie H. Martin, Miss Pocahontas Scott, Miss Emma Moye, Mrs. Rosa B. Hill, Miss Pearl Hawkins, Mrs. Naomi Ryder, Mrs. Georgia Cook Gant, George Busby, John O. Daniels, Gorham F. Scott, Miss Callie M. Roach, Miss Maggie Barber, Mrs. Bessie Williams, Miss Essie Mae White, Miss Geraldine Best, Mrs. Lillian Thorogood, Miss Bessie Cox.

Miss Mary Jones, Miss Missouri Cutler, Mrs. Maggie Mitchell Pugh, John Mallette, A. D. Smith, Miss Martha Chapman, Mrs. Jennie JoHnson, Mrs. Harriet Lawrence, Miss Ethel Barber, Mrs. Janie V. Jackson, Mrs. Carolyn Bias, Miss Ollie B. King, Miss Kathleen Martin, Miss Araminta Garrett, Mrs. Edna K. Tucker, J. R. Hill, Miss Carrie Keyes, Miss Annie Walker, Mrs. Annie Holloway Chapman, Miss Lydia Spencer.

CALDWELL COUNTY

Lenoir City Unit

Mr. J. J. Spearman, Miss Esther Carson, Mr. J. H. Jones, Miss M. Evelyn Bethea, Mrs. G. G. Dillard, Mr. Claude T. Erwin, Miss Toy C. Dula, Miss A. Colene Patterson, Miss Z. J. Pinkstone, Mrs. M. N. Stevenson, Miss Virginia O. Patterson, Miss Louise Corpening.

CATAWBA COUNTY

Newton-Conover Schools

Mr. Taft H. Broome, Lillian E. Brown, Gladia E. Singleton, Fannie B. Headen, Gladys V. Smyre, Estelle Waddell, Constance G. Adams, Amanda Smith, F. D. Murchison, William H. Jones, Casper W. Hill.

Ridgeview High School

Miss H. C. Belton, Miss M. G. Belton, Miss A. E. Cox, Mrs. A. J. Deal, Mr. J. A. Dillard, Miss L. G. Ellis, Mr. H. L. Faggett, Mr. D. F. Forney, Miss M. A. Poston, Miss F. B. McCurry, Mrs. E. E. McFall, Mrs. M. L. Mitchell, Mr. E. T. Moore, Miss D. I. Utley, Mrs. C. H. Booker, Mr. A. W. Booker, Miss E. Washington, Miss E. E. Howze, Miss M. E. Johnson, Miss D. Bennett.

CASWELL COUNTY

Mrs. G. M. Dillard, Mrs. R. A. Benjamin, Miss E. B. Vaughn, Miss L. McCullough, Mr. W. A. Bingham, Miss L. V. Graves, Mr. N. L. Dillard, Miss Julia Wilson, Miss L. L. Gaddy, Miss C. E. Graves, Miss M. E. Dodson, Miss S. B. Meador, Miss D. L. Palmer, Miss Vivian Brown, Miss G. L. Brown, Miss Z. E. Belton, Mrs. O. M. King, Mrs. O. D. Brown, Miss Margaret Wilson, Miss L. L. Currie, Miss L. Wilmer, Miss W. C. Carrington, Mr. J. C. Browning, Mrs. Eugene Davis, Mrs. Dorothy Penn, Miss Ethel Jane Stokes, Mrs. Gainelle Bruce, Mrs. Mattie Wilson, Mr. Leon Brown, Miss Vivian Pickard, Mr. W. M. Gilmore, Miss W. M. Floyd, Miss M. L. Haith, Mrs. A. T. Taylor, Mr. J. E. Belton, Mrs. T. C. Beam, Mrs. F. K. Lanier, Mrs. B. M. Nance, Mrs. L. B. McMillan, Mrs. C. A. Turner, Mrs. S. L. Edgerton, Miss J. Williamson, Miss D. M. Bowe, Mrs. F. P. Casino, Mrs. A. W. Poole, Mrs. V. G. Brown, Miss H. L. Dillard, Miss S. Williamson, Mrs. C. R. Stanley, Mrs. E. R. Hunt, Rev. C. C. Harvey, Mrs. N. H. Geary, Mrs. J. D. Jones, Miss R. L. Hanes, Mrs. A. Archie, Rev. J. F. Harroway, Miss A. C. Barden, Mrs. E. H. Smith, Miss H. L. Jeffers, Mrs. C. C. Slade, Mrs. E. M. Whitworth, Miss L. M. Palmer, Mrs. A. B. Johnson, Miss N. B.

Bigelow, Mrs. A. B. McRae, Mrs. F. Simmons, Miss L. Hill, Mrs. Q. E. Hill, Mr. B. K. McCallum, Mrs. C. P. Chambers, Mrs. A. D. Jeffries, Miss F. Gwynn, Miss O. Groves, Mrs. G. G. Graves, Miss N. E. Evans, Mrs. E. B. Wise, Miss H. Bigelow, Mrs. M. W. Williams, Miss M. B. McConanghey, Miss L. Hartman, Miss C. L. Price, Miss Helen Bigelow.

CHOWAN COUNTY

Edenton High School

Mrs. E. D. Herritage, Mrs. S. F. Wilson, D. F. Walker, Miss T. R. McClenney, Mrs. D. M. Walker, Miss A. C. Porter, B. C. Newsome, Miss F. L. Hines, A. Blaine, W. R. Slade, Elizabeth M. Strain, Miss B. M. Capehart, Mrs. F. B. Badham, Miss E. E. Foreman, R. D. Russell, Mrs. S. L. Reeves, Mrs. A. B. Slade, Mr. B. F. Holley, Mrs. M. M. Tillett.

Chowan County Group

Mrs. Emma D. Elliott, Miss Tinnie L. Jernigan, Mrs. S. V. J. Ethridge, Mr. W. H. Creecy, Mrs. H. Creecy, Mrs. J. E. Bonner, Mrs. Naomi Hicks, Mrs. T. S. Morris, Mrs. R. H. Joyner, Miss E. W. Lutton, Mrs. Elizabeth Brown, Miss Mary Harvey, Mrs. R. H. Joyner, Miss Laura S. Hawkins.

COLUMBUS COUNTY

Columbus County Group

Mr. Johnnie Thompson, Miss Annie S. Henry, Mr. C. L. Williams, Mrs. A. H. Taylor.

Clarkton High School

Miss Minnie D. Brown, Mr. F. G. Shipman, Mrs. Marian S. Sysnette, Mrs. Aquila McCall, Mrs. P. N. Michael, Mr. R. Leon Davenport, Miss Marjorie Quarles, Miss Geraldine Tillison, Mrs. Amelia D. Byers, Mrs. Alma R. Caviness, Mrs. O. R. Swindell, Miss Badye Spaulding, Mrs. A. O. Williams, Mr. John Spaulding, Mrs. Mattie Grant, Miss Edith Dunham, Mrs. Naomi Pridgen, Mr. C. J. Barber, Mr. Alton Ellison.

CUMBERLAND COUNTY

Cumberland County Unit

Mrs. Mae Rudd Williams, Mrs. Lorena G. Coppage, Mrs. Eugenia J. Scott, Miss L. Locklear, Mrs. Pinkey McMillan, Miss C. S. Smith, Mr. Elmer P. McMillan, Miss Alvenia Wooten, Mrs. Cholriena Herring, Miss Lena A. Wood, Miss Lillian Murfree, Mrs. Bertha J. Gillis, Miss Susie E. Evans, Mrs. Bertha B. Brooks, Mrs. Janie G. Bugg, Mrs. Anne C. Waddell, Mr. W. T. Alexander, Mrs. Pearl German, Miss Marion Hodges, Miss Lucretia Williams, Miss Yvonne Yarboro, Miss Velva S. McNatt, Mr. William N. McGuire, Miss Emily S. Perry, Mr. Woodrow McKoy, Mrs. J. G. Smith, Mrs. Lovette Wood, Mrs. Janie G. Bugg, Mrs. Anne Chestnutt Waddell, Mr. W. T. Alexander.

Mrs. Henrietta Moore, Mrs. Vann S. Barnes, Mrs. Sallie J. Thigpen, Mrs. Ruth Long, Miss Mary A. McMillan, Mrs. Meta Evans, Mrs. Edith Dupree, Mrs. Ethel Raiford, Mrs. Dorothy Murphy, Mrs. Lucille Ray, Mrs. Bertha Stephens, Mrs. Nellie M. Stewart, Miss Inez Aery, Mrs. Mattie M. Andrews, Mrs. Minnie McLaughlin, Mr. R. C. Simmons, Miss Ethelind Smith, Mrs. Ida Murchison, Mrs. Annie M. Evans, Mrs. Irene Montague, Miss Naomi Elliott, Mrs. Magoba Adams, Mrs. Laura T. Mitchell, Mrs. Juanita Drake, Mr. J. Franklin Drake, Mrs. Laura H. Williams, Miss Anna McMillan, Mrs. Nettie McDonald, Mrs. Naomi Humphrey, Mrs. Katie Webb, Mrs. Eunice Sherman, Mrs. Margaret Dishar, Mrs. Ethel Raiford, Mrs. Mittie Clark, Miss Eva M. Slater, Miss Thelma Blackman, Miss Gladys Treadwell, Mrs. Tetha Manley, Mr. James J. Evans.

E. A. Armstrong High School

Mr. J. H. Lewis, Jr., Mr. Jerry Hollingsworth, Mrs. Mary P. Robinson, Miss Ida E. Inman, Miss Nettie P. McNeil, Mr. Grady H. Polson, Mrs. Odessa Love, Mrs. Elizabeth C. Walden, Mr. Isaac G. McNatt.

Anne Chestnutt High School

Mr. E. A. Armstrong, Prof. J. P. Bowers, Miss Inez Ferguson, Miss Virginia E. Kyle, Miss Charlotte Phillips, Mrs. T. J. Ware, Miss Marie Murchison, Miss Ireta C. Taylor.

E. E. Smith High School

Mr. E. E. Miller, Mrs. L. C. Fowler, Mrs. S. L. Davenport, Miss A. Groves, Miss L. Williston, Miss C. L. Holden, Miss M. E. Penn, Mr. R. Harper, Mr. A. N. Morrow, Mr. Robert Moore, Mr. W. Edward Murphy.

Orange Street School

Miss Julia C. Elliott, Miss Malissa McNeil, Mrs. Beulah Melchor, Mrs. Rachel Simpson, Mrs. Lena Henderson, Mrs. Vidi R. Branche, Mr. Caldwell Jackson, Mr. Edwin J. Martin, Miss Elizabeth Alston.

Edward Evans School

Mrs. Amelia P. Avent, Mrs. Emily McMillan, Mrs. Juanita C. Lewis, Miss Bertha Anders, Miss Frances Williams, Miss Lessie Baldwin, Mr. Robbie Wright, Miss Alice T. Elliott, Mrs. M. J. Black, Miss Selina Melvin.

Fayetteville State Teachers College

Dr. J. W. Seabrook, Mr. J. B. MacRae, Mrs. B. C. Barksdale, Mr. H. A. Black, Mrs. J. C. Bouette, Mrs. T. L. Byers, Miss M. J. Chavis, Mr. C. A. Chick, Mr. J. E. Coppage, Mrs. S. R. Evans, Mr. L. V. Frye, Miss Verina Taylor, Mr. I. E. Glover, Mr. B. J. W. Grier, Miss L. T. Jackson, Mr. H. M. L. James, Mr. W. S. Maize, Miss E. L. Murphy, Mr. L. H. Robinson, Mrs. W. T. Robinson, Mr. W. D. Scales, Mr. J. B. Scott, Mrs. M. H. Seabrook, Mr. E. D. Sheen, Mr. H. S. Smith, Mr. Lucius Smith, Miss M. E. Terry, Miss N. M. Travis.

Newbold Training School

Miss J. V. Phifer, Miss Beatrice Cox, Mr. George G. Dickerson, Mr. Edward O. Diggs, Mrs. Kate V. Barnhill, Miss E. Belle Grigsby, Miss Helen A. Hucles, Miss Mary Jones, Mrs. Mildred F. Miller, Miss Ethel V. McIver, Mr. Nathaniel Royall, Miss Catherine L. Smith, Miss Helen C. Thomas, Miss Joana H. Williams, Miss Maria T. Williston, Mr. J. H. Douglas.

CURRITUCK COUNTY

Currituck County Training School

Miss Fannie Vaughan, Miss Evelyn N. Pitt, Miss Majorie Mae Rowe, Mr. Joseph C. Belton, Mr. James A. Brown, Mr. Joseph L. Jones, Mr. Charles Robinson, Miss Minnie Lofton Flood, Mrs. Inez Hexstall Bolden, Miss Cleopatra Wilson, Miss Margaret Wood, Mrs. Alice B. Brown, Mrs. Almeta D. Hare, Mr. George R. Jordan, Miss Oriel E. Diggs.

DAVIE COUNTY

Mrs. B. J. Taylor, Mrs. Vallie Davidson, Miss Geneva Clement, Mrs. R. J. Hunt, Prof. G. V. McCallum, Miss Ester Howard, Mrs. A. Y. Bovian, Miss Dorothy Phelps, Mrs. Louise Gaither, Mrs. S. J. Burke, Miss Alice E. Dulin, Miss Adelaide Smoot, Mrs. Mary Davis, Mrs. Hattie H. Harbor, Miss Minnie Hairston, Mrs. Mammie Krider, Mrs. Pauline B. Morton, Mr. B. F. Wilson.

DAVIDSON COUNTY

Dunbar High School, Lexington

Mr. W. L. Miller.

Church Street School, Thomasville

Mrs. N. H. Rudd, Miss E. J. Wilmore, Mrs. H. K. Kanoy, Mrs. E. L. Peterson, Miss N. O. Johnson, Mr. W. M. Warren, Mrs. L. E. Hart, Mrs. L. H. Waddell, Miss E. V. Perry, Mr. E. L. Peterson, Miss D. A. Burton, Mr. J. C. Simpson.

Davidson County Unit

Mr. J. H. Brockett, Mrs. B. N. Brockett, Mrs. Hazel Harding, Miss M. O. Sullivan, Mrs. N. B. Roan, Mrs. I. H. VonSeele, Mr. Don A. Wooten, Mrs. L. M. Evans, Mrs. Marjorie Muldrow, Miss Alice Brindle, Rev. H. N. Sullivan, Miss Frances Farrington, Miss Floscine Dixon.

DURHAM COUNTY

Pearson Elementary School

Mrs. Annis Kirby, Mrs. Mildred Amey, Mrs. Bernardine S. Bailey, Mrs. E. W. Butler, Mrs. Geneva Cheek, Mrs. Nannie G. Cooper, Mrs. Pearl H. Cordice, Miss Sallie Cannady, Miss Sadie Christmas, Mrs. Celia T. Davidson, Miss Floretta Dunston, Miss Julia Durham, Mrs. Helen D. Fleming, Miss Bettie L. Foster, Mrs. Ethel R. Husband, Miss Hattie M. Jenkins, Mrs. Nettie L. Johnson, Mrs. Ora Sneed Lee, Miss Jeannette C. Lynch, Miss Bessie L. McKelvey, Mrs. Janie E. Moore, Mrs. Ethel L. Morrison, Mrs. D. May Morris, Mrs. Adele W. Payne, Mrs. Alaska M. Pearson, Mrs. Bettye Reaves, Miss Lucy A. Royster, Mrs. Mattie W. Saunders, Miss Margaret E. Stephens, Mrs. Naomi W. Thorpe, Mrs. Mattie E. Trice, Mrs. Edythe M. Turner, Mrs. Hattie S. White, Mr. Harry M. Whitted, Mr. N. A. Cheek.

James A. Whitted School

Prof. G. A. Edwards, Mr. W. M. Allen, Mrs. Marion W. Alston, Mrs. Nell L. Baldwin, Mrs. Ethel T. Bradshaw, Mrs. Ida H. Bryant, Mrs. Minnie W. Gilmer, Mrs. Lucile J. Handcock, Mrs. Mildred M. Hill, Mr. William H. Hill, Mrs. Harriett S. Kenny, Mrs. Ethel Marshall, Mrs. Adella W. Morris, Mrs. Mary L. Newby, Miss Sarah J. Pratt, Miss Gladys M. Robinson, Miss Hortense Wilson, Miss Constance S. Young.

Walltown School

Mrs. Cora T. Russell, Miss Georgia V. Green, Miss Eddy E. Hicks, Mrs. Lula S. Jackson, Miss Cleo M. Russell, Mrs. Lyda F. Wray.

Hillside Park High School

Miss Johnnie Bass, Miss Theresa Claggett, Mr. W. H. Cole, Jr., Miss Inez Coleman, Miss Dorcas Croom, Miss Jessie Diggs, Mrs. Martha Dooms, Mrs. Louise H. Elder, Miss Mary L. Fisher, Mrs. Florice J. Holmes, Miss Virgie L. Jones, Mr. Curtis G. Mabry, Mrs. Mable A. Mabry, Miss Naomi T. McLean, Mr. A. B. Massey, Mrs. Grace Massey, Mr. Nelson Nance, Mrs. Jane Nelson, Mr. B. F. Page, Mr. Thomas Parker, Miss Cynthia Pearson, Mr. J. E. Peele, Miss R. B. Pratt, Mrs. Mae B. Spaulding, Miss G. S. Streeter, Mrs. K. C. Thomas, Miss Mary Tonkins, Mr. William Tuck, Mrs. Minnie Turner, Mrs. Gertrude Winslow, Mr. William McElrath.

Hickstown School

Rev. J. Lee White, Mrs. Rosetta B. Webb, Mrs. Madge T. Hargrave.

North Carolina State College

Dr. James Shepard, Mr. C. C. Amey, Mrs. Lizzie Cannady, Mr. James Y. Carter, Miss Diana S. Dent, Mrs. Frances M. Eagleson, Mrs. C. Ruth Edwards, Dr. Alphonso Elder, Mr. Yarnell J. Grigsby, Mrs. Julia W. Harris, Dr. A. Henningburg, Mrs. Maude Holbrook, Miss Sudie A. Holloway, Mr. Charles L. Holmes, Miss Hope H. Hunter, Mrs. Lucy F. James, Mrs. Nan H. Jones, Mr. D. J. Jordan, Mrs. Lottie P. Kimble, Dr. James S. Lee, Mr. James McDaniels, Mr. J. B. McLendon, Mrs. Myrtle H. Mitchell, Miss Pauline F. Newton, Dr. William H. Robinson, Miss Ruth G. Rush, Mrs. Hattie S. Scarborough, Miss Marjorie A. Shepard, Mr. James T. Taylor, Dr. Joseph H. Taylor, Mrs. Annie P. Washington, Mrs. Nannie Waters, Miss Parepa R. Watson, Mr. C. T. Willis, Mr. R. L. McDougald, Mrs. Lillian Davis, Mrs. Rosalind P. Wright.

East End School

Mrs. I. M. Haiden.

Lyon Park Elementary School

Mr. J. M. Schooler, Mrs. R. D. Artis, Miss M. E. Cotten, Mrs. P. F. Dame, Miss Marie Faulk, Miss R. B. Grissom, Mrs. E. C. Hart, Mr. H. A. Hill, Mrs. C. R. Holmes, Mrs. E. L. Kennedy, Miss G. L. Lambeth, Mrs. B. E. McLaurin, Miss M. L. Stephens, Mrs. C. S. Stroud.

Durham County Unit

Mrs. Margaret Allen, Mrs. Dora Atwater, Mr. William Battle, Mrs. Rosa Branch, Mrs. Mamie Ethel Burghardt, Miss Flora Carlton, Mrs. Essie M. Curry, Mr. Francis D. Curry, Miss Joecebed Christmas, Mrs. Mamie Dawson, Mrs. Gladys Dawkins, Mrs. Essell Dunlap, Mrs. M. W. Evans, Mrs. Addie Gatewood, Mrs. Pearl George, Mrs. Mae Hall, Mrs. Lillian Hammie, Mr. T. A. Hammie, Mrs. Gertrude Hanks, Mrs. Sallie Harris, Mrs. M. A. Williams, Miss Francis L. Hall, Mrs. Minnie Forte, Mr. E. Freeman Hill, Mr. Irvin Holmes, Mrs. Irvin Holmes, Mr. Maynard Jones, Mrs. Nonnie Johnson, Mrs. Lucille P. King, Mrs. Marie Moffit, Mr. James Joffit, Mrs. Gladys McNeil, Mr. C. B. Nixon, Mrs. Laura Parker, Mrs. Augusta Rogers, Miss Lillie Rogers, Miss Grace Roberts, Mrs. Gladys Rhodes, Mrs. Maude T. Sowell, Mrs. Annie L. Smith, Mrs. Leona Smith, Mrs. Pearl Swann, Mrs. Gertrude Taylor, Mrs. Loraine G. Thorpe, Mrs. Madge Turner, Mrs. Lina R. Ward, Mrs. Marion Warren, Mrs. Helen Whitted, Mrs. Lola Solice, Miss Laura Vanhook, Mrs. Hassie Brooks.

Burton School

Mr. Joseph Ancrum, Miss Annie M. Dunigan, Mrs. Elizabeth B. Pratt, Miss Loris A. Shaw, Miss Sue L. Warren, Mrs. Mabel A. Watson, Mrs. Georgia D. Whitted, Mr. Frank G. Burnett.

DARE COUNTY

Roanoke School

Miss Eva B. Armstrong, Mrs. Genevieve H. Scarborough, Miss Lillian E. Tillett, Mr. Houston G. Pendergrass.

DUPLIN COUNTY

Mrs. Mamie L. Turner, Mr. P. E. Williams, Mr. J. V. Highsmith, Mrs. M. D. Stanford, Rev. M. S. Branch, Mrs. I. M. Branch, Miss N. E. Wright, Mrs. E. P. Creecy, Mrs. F. E. Lennon, Mr. W. E. Smith, Mrs. M. E. Smith, Miss N. G. Cooper, Miss L. B. Truxerls, Miss Beulah Bryant, Mr. F. H. Murray, Mr. W. F. Johnson, Mrs. Hattie R. Dobbins, Mrs. Chelcey Boney, Mrs. Lucy Manley, Mrs. Mary C. Thompson, Miss Cornelia Best, Mrs. M. J. Branch, Mr. Robert A. Merritt, Mrs. Lillie M. Ferrior, Miss Bessie Beatty, Miss Evelyn Henry, Miss Veressie Williams, Miss Daisy Brinson, Miss Beulah Moore, Miss Mollie Smith, Miss Mallie Cooper, Mrs. M. J. Boney, Mrs. Tobitha Stevens, Miss Othel Faison, Mrs. Othonia Hill, Mr. Barnard Boney, Mrs. Lidinah Miller, Mrs. Carrie Batts, Mrs. Narcissus Wells, Mrs. D. L. Frazier, Mr. R. J. Byrd, Mr. Hubert Smith, Mr. Charlis Chalmers,

Miss L. M. Branch, Miss Mamie Williams, Mrs. Lucila Davis, Mr. R. H. Smith, Mrs. Maggie James, Miss Lillie B. Hall, Mrs. Lillian D. Johnson, Mr. George McJames, Mrs. Beatrice Fennell, Mrs. Hattie Royal, Miss F. R. Everett, Mrs. Jackie B. Herring, Miss Sallie Kornegay, Mr. Whitted Williams, Mr. Jno. E. Normile, Mrs. J. M. Normile, Miss E. A. Everett, Mrs. Gertrude Wright, Mr. J. H. Draughon, Miss Laura Brouson, Mrs. Frances Levington, Mr. Jesse Dafford, Miss Dora Lee Meritt, Miss Catharina Closson, Mrs. Isabella McGowen, Mrs. Mattie Pierce, Miss Alpha L. Thompson, Miss J. V. Summerset, Mrs. M. J. Chalmers, Miss Visel Savage, Mr. McCoy Barnes, Mr. C. W. Dobbins, Miss V. Q. Stringfield, Mrs. Frances Larkin, Mrs. E. W. Robinson, Mrs. J. K. Williams, Miss Ula Mae Dobson, Mrs. I. A. Williams, Mr. A. O. Williams, Mrs. Elouise Larkin, Miss Allie Carlton, Miss Lillian B. Williams, Mr. Joseph C. Walters, Mr. J. E. Cromatic, Miss Annie M. Kenion, Mrs. Sallie L. Loomis, Miss Oxie Best, Rev. D. C. Blue, Mrs. Rossie Blackmore, Miss Aritha Middleton, Mrs. Marie Sahford, Mrs. Sudie Stackhouse, Miss Lillian Frederick, Mrs. Willie McCoy, Mr. Charles McCoy, Miss Thelma Faison, Mr. Freeman Davis, Miss Donnie V. Hall, Miss Mildred Smith, Miss Beatrice Brewington.

EDGEcombe-NASH COUNTIES

Booker T. Washington High School

O. R. Pope, supervising principal; Mr. A. R. Lord, Anna Brown, Annis Weston Bryant, Johnnie E. Bynum, Mrs. Ernestine Davis, Onelia Davis, O. N. Freeman, Mrs. Esmeralda Hawkins, James A. B. Hubbard, James Johnson, Mrs. Mildred P. Jones, Mrs. Wilma L. Lassiter, Dorothy Sizemore, E. Thompson, Lois P. Turner, Mrs. Edythe R. Tweedy, William R. Tweedy, Pochontas Whitley, Ethel Wyche.

Lincoln School

C. T. Edwards, Mrs. Ella B. Allen, Mrs. A. B. Armstrong, Mrs. C. A. Battle, Petty L. Brown, Alexander Bryant, Mrs. Nettie Drake, Annie K. Flournoy, Mrs. Nannie B. Gaynor, Mary Frances Lane, Ethel M. Lucas, Mrs. Mary M. McKoy, Mrs. Corleese Morgan, Vinie O. Murray, Mrs. Annie Neville, Mrs. Helen Redding, Mrs. Ruth Spencer, Fannie L. Taylor, Mrs. Georgia Walker.

O. R. Pope School

Walter G. Byers, Randolph Armstrong, Mrs. Mary L. Backus, Mrs. Annie Battle, Mrs. Ila Kay Bellamy, Mrs. Mattie Bowen, Mrs. Addie C. Grant, Mrs. Susie Hagans, Minnie R. Lawrence, Mrs. Sarah Leonard, Gladys Merritt, Lizzie A. Pittman, Mrs. Theresa Pittman, Mrs. Lucy W. Pridgen, Mrs. Martha B. Townsend.

Annie W. Holland School

Boyd L. Ancrum, Mrs. Lendora Brown, Mable B. Coote, Mrs. Lossie Cradle, Mrs. Lucille Davis, Martha Evans, William K. O. Lyles, Mary Porter, Mrs. Lillian Reeves, Lillian Smith, Mrs. Lillian Thigpen, Mrs. Mary Wimberley, Mrs. Julia P. Whight.

EDGEcombe COUNTY

Bricks Tri-County School

Mr. J. W. Wiley, Miss Mary Reed, Miss Mary J. Phillips, Mrs. Elnora Venture, Mr. J. C. Rogers.

Tarboro Local Unit

Mr. W. A. Patillo, principal; Miss Lois M. McNeill, Miss Mabel V. Weaver, Mr. E. B. Batts, Mrs. Helen T. Parker, Miss Susie E. Mathewson, Mrs. Beatrice G. Burnett, Miss Laura R. Hammonds, Mrs. Emma O. Jones, Miss Reba E. Mayo, Mr. Sylvester V. Brown, Mrs. S. J. Patillo, Miss Pearl J. Ward, Miss Lillian E. Washington, Miss Katiebeth Mills, Mrs. Ruth M. Ganes, Miss Ruby A. Graves, Mrs. Minnie G. Woodley, Miss Helen A. Walton, Mrs. Mamie F. Forrest, Mrs. Corinne C. Lassiter, Miss Mary J. Pitt, Mrs. Lucy M. Dunn, Miss Fannie O. Bridgers, Miss Eula M. Bryan, Mrs. Ella W. James, Miss Hannabel Branche, Mrs. Nannie W. Bryant, Miss Catherine M. Anthony, Mrs. Thelma Q. Gross.

County Unit

Mr. P. B. Bullock, Miss Pauline Jackson, Mrs. Beatrice E. Bullock, Mrs. Ethel H. Baker, Mrs. Bertha B. Williams, Mrs. Sarah B. Pitt, Mr. Joseph H. Haggler, Jr., Miss Martha L. Baker, Miss Blanche V. Holley, Miss S. Lucille Townsend, Miss Katherine Pitt, Mrs. Evelyn M. Swann, Mrs. Bertha W. High, Miss Alice L. Hines, Mrs. Janet H. Haywood, Miss Blanche T. Scales, Mrs. Pallie R. Covington, Mr. Rora B. Smith, Mrs. Mabel Braswell Copeland, Miss Anne Beatrice Carey, Mr. R. O. Kornegay, Miss Jaynie A. Overton, Miss Rubey E. Sanders, Mrs. Casie E. Shelley, Miss Mae Ethel Singleton, Mrs. Marie Heggins, Mr. A. T. Triplett, Miss Naomi C. Parker, Mrs. Annie Maude Harren, Mrs. Marguerite P. Wimberly, Miss Virginia E. Poole,

Miss Marie D. Mitchell, Mrs. Janie Elliott Dixon, Miss Doris J. Shanklin, Mrs. Olive E. Bridgers, Mrs. Laura N. Hall, Miss Edith M. J. Powell, Miss Annie O. Walston, Mrs. Laura B. Holley, Miss Naomi R. Newby, Mrs. Catherine W. Smith, Mrs. Beatrice H. Somerville, Mrs. Viola Walker Fitzgerald, Miss Elma R. Lawrence, Mrs. Maggie B. Chase, Mrs. Pauline M. Pridden, Miss Eula E. Chambers, Miss Lucinda King, Mrs. Ethel Sessions Bullock, Mrs. Annie Ruth Cruse, Miss Lina P. Bowens, Mrs. Willie Forbes Bullock, Mrs. Lucille Allen Quinichette, Mrs. Effie Ree Batts, Mrs. Theodosia M. Johnson, Mrs. Ada P. Williams, Miss Emma E. Grant, Mrs. Marion W. Spence, Miss Ruby Mae Wilkins, Mrs. Etta G. Haywood, Miss Elizabeth Ivey Pittman, Miss Mamie C. Hammonds, Mrs. Mabel Jones Brown, Miss Mary L. Perry, Mrs. Eulah Elliott Sykes, Mrs. Lillian S. McCoy, Miss Bonnie E. Gorham, Mrs. Payna Patterson, Mr. George D. Hawkins, Mrs. Ruth Whitely Price, Mr. Samuel A. Gilliam, Mrs. Louella W. Dickens, Mrs. Olivia E. T. Austin, Mrs. Frank W. Davis, Jr., Mrs. Ruth Slade Stephens, Mrs. Ximena Pitts Martinez, Mrs. Georgia Mae Mullens, Miss Florence D. Thorpe, Mrs. Ella Louise Pailin, Mrs. Emma Anthony Kates, Mrs. Beulah Griffin, Mrs. Effie M. W. Saunders, Mr. Russell D. Taylor, Miss Tyress M. Wilkins, Miss Sallie A. Elliott, Mr. Nolan Little, Miss Mollie Lee Luper, Mrs. Annie Dew Hurdie, Mr. Charles Spain, Miss Susie G. Thorpe, Mrs. Mildred H. Batchelor, Mrs. Marion W. Beasley, Mrs. Janie M. Pettaway, Miss Minnie V. Taylor, Miss Flossie J. Parker.

FORSYTH COUNTY

Fourteenth Street School

Mrs. Michael, Mrs. Penn, Mrs. Jeffreys, Miss Morrow, Miss Lash, Mrs. Garrett, Mrs. Staplefoot, Mrs. Lassiter, Miss Orender, Miss Roseman, Miss O'Kelly, Miss DeVane, Miss Shears, Mrs. West, Miss Faithful, Miss Morris, Mrs. Haith, Miss Walls, Mrs. Ramseur, Mrs. Fountain, Mrs. Lee, Miss Miller, Miss Howell, Miss Mauney, Miss M. Patterson, Miss Gabriel, Mrs. Hall, Miss Adams, Mr. Muldrow, Miss Jenkins, Miss Hairston, Mrs. Douglass, Mrs. Donohue, Miss Melton, Mrs. Simons, Miss E. Patterson, Miss Ransom, Mrs. Ridley, Mrs. Haysbert, Miss McKnight, Mr. J. D. Ashley, Miss D. H. Banks, Mrs. Mamie Johnson, Miss I. L. Banks, Mr. Brady Hauser, Prof. U. S. Reynolds.

Columbian Heights Primary School

Miss Mabel Allen, Mrs. E. E. Dillahunt, Miss Rosalie Frazier, Mrs. Belle D. McCorkle, Mrs. S. B. Oliver, Mrs. Irene Pannell, Mrs. V. P. Sadler, Miss L. G. Wilkins, Mrs. Lillian B. Williams.

Carver High School

Mr. E. E. Hill, Mr. LeRoy Perry, Miss Elizabeth L. Poindexter, Mrs. Gwendolyn H. Ashley, Mrs. I. Pace Hairston, Mrs. Clara E. Douglas, Mr. Herman E. Scales, Mrs. Blondell Biting, Mrs. Estell A. Eaton, Mrs. Barbara Alexander, Mrs. Minnie R. Cummings, Mrs. Beatrice Crutchfield, Mrs. Blanche M. Anderson, Miss R. E. Smith, Mrs. Edythe Williams.

Atkins High School

Mr. J. A. Carter, principal; Mr. S. J. Baker, Mrs. D. M. Banks, Miss E. F. Barnette, Miss C. M. Belton, Mrs. L. Cox, Miss B. F. Creecy, Mr. R. C. Crutchfield, Miss H. Eaton, Mr. H. W. Fitch, Miss N. B. Flowe, Miss C. M. Frazier, Mr. R. W. Harrison, Mrs. M. R. Houser, Mr. D. C. Hobson, Mr. I. B. Holden, Miss M. E. Hoover, Miss A. L. Hurt, Mr. C. B. Jeffers, Miss J. E. Jackson, Miss R. Johnson, Miss V. L. Kimbrough, Mr. C. C. Lassiter, Miss T. W. Lee, Miss F. J. McCoy, Mr. J. McDonald, Miss A. McKay, Miss C. C. Miller, Mr. E. Milling, Miss J. R. Morgan, Mr. G. F. Newell, Miss E. L. Pettis, Mr. C. I. Pierce, Mr. T. F. Poag, Mr. R. W. Puryear, Miss A. B. Smith, Miss L. V. Spencer, Miss P. Spencer, Miss H. E. Starks, Mrs. M. T. Stephens, Miss E. M. Stith, Mrs. B. L. Vaughn, Mr. T. D. West, Mr. A. J. Wilburn, Miss L. J. Williams, Mr. E. P. Wilson, Mr. C. G. Winston.

Woodland Avenue School

Prof. R. W. Brown, Mrs. Eliza E. Bingham, Miss Eunice Burrell, Miss E. Faye Cash, Mrs. Margartha Haith, Miss Laura Hooper, Miss Ophelia Howell, Miss Alma Hight, Mrs. N. L. Lewis, Miss Virginia Leak, Miss Mary McCurry, Miss Mavis Osborne, Miss Maud L. Pitts, Miss Budie G. Robinson, Mrs. N. L. Taylor, Mrs. Gertrude Tonkins, Miss Lucile Wesley.

Kimberly Park School

Mr. A. H. Anderson, principal; Mrs. L. Maude Anderson, Mrs. Vera T. Banks, Miss Elizabeth D. Brown, Mrs. Marie Strange Burns, Mrs. Sadie H. Claybon, Mr. N. B. Cook, Mrs. T. V. Cromwell, Miss Edna S. Cozen, Miss Octavia Ford, Miss Hattie C. Gray, Mr. R. S. Hayes, Miss Alma R. Hendricks, Miss Gwendolyn M. Jordan, Miss Minnie B. Lancaster, Miss Louise M. Lewis, Mrs. Ruth B. Lewis, Mrs. Viola C. McLean, Miss

Otha G. Pannell, Mrs. Bernice P. Spainhour, Mrs. Doushka Penn, Miss R. Lee Peoples, Miss Marion B. Pitts, Mr. E. Walre Pitts, Mrs. Sevy W. Powell, Miss Gwendolyn Scales, Miss Alma E. Setzer, Miss Lucy C. Sheffey, Miss Susie M. Speight, Mrs. Willa Y. Truesdale, Mrs. Mabel L. Wooten.

Winston-Salem Teachers College

President F. L. Atkins, Mr. J. A. Atkins, Mr. T. J. Brown, Mr. E. A. Cox, Miss R. N. Spurlock, Mrs. A. M. Rivera, Mr. W. F. Butler, Mrs. F. R. Coble, Mr. J. P. Diggs, Miss R. E. Diggs, Miss E. L. Frazer, Miss Loretta Foust, Mr. G. A. Hall, Mr. I. C. Kearse, Mr. W. E. Hebert, Mrs. F. S. Holmes, Mr. J. W. Holmes, Jr., Miss E. V. James, Miss G. L. Johnson, Mr. A. B. Reynolds, Miss H. H. Temple, Mr. A. I. Terrell, Miss L. B. Terry, Mr. K. R. Williams, Mr. C. I. Withrow, Mrs. N. B. Woodland, Miss C. Beatrice Moore, Mr. Geo. L. Johnson.

Columbian Heights Elementary

Mr. J. W. Paisley, principal; Mrs. W. P. Bridgett, Miss E. L. Carter, Mrs. H. L. Christian, Mr. L. A. Cook, Miss A. M. Cooke, Miss E. B. Duffy, Mrs. I. B. Ellis, Mrs. E. D. Fitch, Mrs. G. A. Gill, Mr. L. B. Greene, Miss D. B. Hairston, Mrs. W. H. Kennedy, Miss E. M. Neal, Miss P. A. Neal, Miss J. E. Phillips, Miss M. W. Phillips, Mrs. F. T. Reynolds, Miss E. M. Shelton, Mrs. E. G. Simpson, Miss E. C. Spencer, Miss E. L. Wentz, Miss Dollie B. Patterson.

Forsyth County Unit

Mr. J. S. Thomas, Mrs. L. M. Penn, Mrs. Carrie R. Craig, Mr. F. King Thomas, Mr. C. R. Martin, Miss Dollie B. Patterson.

FRANKLIN COUNTY

Albion Academy

Mr. J. P. Mangum, Mrs. J. P. Mangum.

Franklin County Training School

Mr. C. A. Harris, Mr. T. E. Conway, Mrs. C. C. Conway, Miss M. L. Hill, Miss M. R. Perrin, Mrs. B. E. Underwood, Mrs. M. B. Payton, Mr. G. V. Holden, Miss E. M. Syms, Mrs. Bettie Cannady, Miss C. E. McKnight, Miss M. R. Littlejohn, Miss M. L. White, Miss S. E. Yarborough, Miss G. J. Yarborough, Miss M. E. Leonard, Miss C. E. Holt.

County Group

Miss Martha E. Perry, Miss L. E. D. Hawkins, A. O. Haywood, Martha Perry, Mrs. Dora Joyce, Mr. A. C. Dunston, Mr. T. J. Young, G. Brown-ing, Mr. M. E. Neal.

GASTON COUNTY

Lincoln Academy

Dr. H. G. McDowell, Mr. G. G. Westerband, Mr. G. E. Johns, Mrs. E. D. Wilson, Mrs. Dorothy Webber, Mr. E. W. Draughn, Mrs. E. H. Draughn.

Highland High School

Prof. T. Jeffers, Miss Ruth Adams, Mr. Moses Blair, Miss Sara E. Costner, Miss Mary L. Dendy, Mr. E. L. Dunn, Miss Gladys Erwin, Miss Frances Glasco, Mr. C. R. Hamilton, Miss Marie Ingram, Miss Ruth Jackson, Miss Velma Jones, Miss Eva M. Law, Miss Cecilia Lawrence, Miss Mabel Lewis, Miss Elnora Mills, Miss Blanche Pagan, Miss Janet Powell, Miss Eugenia Powers, Miss Myrtle Pryor, Miss Marie Roberts, Mr. J. R. Robinson, Mr. R. L. Schooler, Miss Marie Thompson, Miss Florence V. Tross, Mr. E. D. Wilson, Miss Cleomis Clay, Miss Drucilla Gallo-way.

Stewart Junior High School

Mr. J. R. Henry, Miss Florence Floyd, Miss Mildred Nelson, Mrs. Thelma D. Adair, Miss Ruth Sommersett, Mrs. T. C. Tillman, Mr. J. A. Foster, Mrs. J. R. Henry.

John Chavis High School

Mrs. R. L. Bowser, Mrs. C. B. Byers, Miss D. M. Smith, Mr. W. E. Bess, Mr. G. H. Sullivan, Mr. W. H. Green, Miss M. E. Simpson, Miss M. B. Hairston, Mr. F. L. Smith, Mrs. Ruby D. Mason.

Reid High School

Mr. H. S. Blue, Mrs. H. S. Blue, Mr. A. G. Cooper, Miss Earnestine Bannister, Mrs. Leah W. Elder, Mrs. D. V. A. Falls, Miss Doretha L. Forney, Mrs. Lula C. Davis, Mr. T. E. Grier, Mrs. T. E. Grier, Miss A. B. Reid, Mrs. L. C. Simrel, Miss H. Wiggins, Mr. J. B. Williams.

Gaston County Rural Group

Mrs. Verna Humphrey, Miss Virgie Cousar, Mrs. Mabel A. Boyce, Mrs. Emma McKoy, Mrs. Edith Hall Jordan, Mrs. Lula Montgomery, Mrs. Hazel M. Barber, Mrs. Mary H. Reaves, Mrs. Ovella Scott, Miss Frenzula Cousar, Mrs. Isabel Mauney, Mr. A. M. Rollins, Mrs. A. M. Rollins, Mrs. Daisie Adams, Mrs. Virgie Webber Reid, Mr. Rex H. Wellmon, Mrs. D. A. Spencer, Miss

LaVaughn Froneberger, Rev. C. F. Gingles, Miss S. E. Costner, Mrs. J. B. Adams, Mrs. C. C. Vining, Mr. A. J. McKoy, Miss Emma Hager, Mrs. Isabel Wilkins, Miss Edith Parker, Mrs. Lillian E. Crawford, Mrs. Melissa Mauney, Miss Fannie Kress, Mrs. Odessa Boulware, Miss Annie P. Gibson, Mrs. Dora Humphrey, Mrs. Marie Hamilton, Miss Janet Wilson, Mrs. Maude M. Jeffers, Mr. Perfect Sloan.

GATES COUNTY

Mrs. Clara B. Drew, Mrs. Thelma J. Hall, Mrs. Lena M. Hanks, Mrs. Addie H. James, Miss Emma J. Riddick, Mrs. Fannie Smith-Jenkins, Miss H. L. Moore, Mrs. Laura J. Williams.

Gates Training School, Sunbury

Miss Martha O. Briggs, Miss R. Settle Cooper, Mrs. Elizabeth M. Hines, Mrs. N. M. Mitchell, Miss E. Bernice Polson, Miss L. S. Riddick, Mrs. Lillie M. Smith, Miss Willie M. Walden, Miss F. H. White, Prof. T. S. Cooper, principal.

GRANVILLE COUNTY

County Unit

Miss Willia Hunt, Mrs. Ruth Davis, Mrs. Missouri Fain, Miss Pearl Daniels, Miss Sylvia Thomas, Miss Aletha Jones, Miss Nancy Mayes, Miss Maggie Moore, Mrs. Addie M. Howard, Mrs. Maude Lassiter, Mrs. Hattie Hester, Mrs. C. H. Buie, Miss Christine Shuford, Mrs. L. S. Hedgepeth, Mrs. M. G. Brooks, Mrs. Hattie B. Rogers, Rev. William Blackwell, Mrs. Beatrice Wilson, Mrs. Lucretia Harris, Mrs. Roberta D. Gilreath, Mr. Warner Canady, Mrs. Pearl Tilly, Mrs. E. B. Young, Mr. J. F. Gibson, Mrs. Frances Jeffers, Mrs. O. T. Bullock, Mrs. Irene Tyler, Miss Lillian Walker, Mrs. Leola Cotton, Mrs. Susie Cooper, Miss Dorothy Joyner, Mrs. Mary H. Parham, Mrs. Lula McGrier.

Colored Orphanage School

Mrs. L. G. Smith, Mrs. G. E. Alston, Mr. C. A. Alston, Mrs. L. J. Cheatham, Mrs. E. G. Cousins, Mrs. R. M. Cousins, Mrs. M. F. Geere, Mrs. C. H. McGhee, Mr. M. C. Lennon, Miss C. T. Green.

Mary Potter School

Rev. H. S. Davis, Miss M. A. Hargroves, Rev. Moses Belton, Mr. R. A. Lewis, Mrs. G. E. Glover, Miss M. A. Tucker, Mr. Robert T. Amos, Miss M. E. Shute, Mr. J. W. Wilson, Miss D. E. Peace, Miss R. E. Gordon, Mr. G. R. King, Miss V. E. Shuford, Miss Blanche Rann, Mr. P. D. Glover, Miss Julia James, Mr. James H. Smith, Miss E. C. Rogers, Mrs. M. B. Williams.

Creedmoor School

Mr. G. C. Hawley, Mrs. Ola H. Hill, Mrs. Patsy B. Jackson, Mrs. Josephine Graham, Miss Verna Williams, Mrs. Willie B. Tate, Mrs. Christine T. Toole, Miss M. P. Bryant, Mr. J. J. Eiseby, Mrs. M. G. Davis, Miss Lillian Hutcherson, Mrs. Elizabeth Austin, Mrs. Sara Littlejohn, Mr. William Baptiste.

Orange Street School

Mrs. N. D. Hicks, Mrs. R. H. Payne, Mrs. A. R. Greene, Miss H. S. Barnes, Mrs. E. C. Anderson, Mrs. B. P. Tyler, Mrs. F. W. Hawley, Mrs. B. C. Ransom, Mrs. J. C. Baptiste, Miss Sadie A. Ridley, Mrs. B. B. Green, Mrs. O. H. Johnson, Mrs. M. T. Cureton, Mrs. B. G. Williamson, Mr. James W. Hall.

GREENE COUNTY

Greene County Training School

Miss M. I. Edwards, Miss V. J. Holland, Miss W. D. Carroll, Miss A. L. McDuffie, Miss M. L. King, Miss R. L. Suggs, Mrs. E. E. Young, Mrs. G. S. DeVane, Mrs. H. T. Joyner, Mrs. M. R. Jenkins, Mrs. N. K. Daniel, Mrs. K. D. Smith, Mr. E. E. Brinson, Mr. D. D. Burge, Mr. C. T. Daniel, Mr. W. A. Privett, Mr. L. H. Smith, Jr.

GUILFORD COUNTY

William Penn High School

Mr. S. E. Burford, Mrs. Mary H. Blackburn, Mrs. Clara H. Caldwell, Mrs. Ethel G. Cobb, Mrs. Florence B. Davis, Miss Romelia G. Mason, Miss Ethel P. Wilson, Mrs. Grayce W. Yokely, Mr. Gordon L. Starks, Mr. Thomas B. Smith, Mr. James E. Reid, Mr. Clarence E. Yokely.

A. and T. College

Miss C. Hill, Mr. B. L. Moore, Dr. W. N. Rice, Dean W. H. Gamble, Mrs. D. Lowe, J. M. Marteen, Clyde DeHuguley, F. A. Mayfield, W. Mitchell, George A. Roddy, H. C. Taylor, Willis Jackson, C. I. Cooper, G. A. Burnside, R. M. Harris, H. S. Poole, L. A. Wise, R. Terry, A. C. Bowling, H. Carter, H. M. Thackton, Miss E. P. Hicks, O. A. Dennis, Mr. H. R. Arnette, Miss Vivian F. Bell, Mr. A. R. Brooks, Dr. O. J. Chapman, Dean Warmoth T. Gibbs, Dr. R. G. Higgins, Miss Ethel Jackson, Miss Alma Morrow, Mr. B. N. Roberts, Miss O. A. Roberts, Mr. Victor H. Tynes, President F. D. Bluford.

Leonard St. School, High Point

Melzetta F. Adams, Florida M. Atwater, Lester L. Boyd, Willie Mae Boyd, Thenia Y. Brincefield, Maggie M. Brooks, Willie Marie Carter, Julia I. Hall, Blanche W. Whitted, Callie V. Holmes, Dahla D. Ingram, Galatia E. Lynch, Mary W. Marable, Lillian B. S. Merritt, Ophelia R. Morgan, Cornelia B. Reid, Margaret J. Simmons, S. S. Whitted, Terrah W. Whitten.

Palmer Memorial Institute

Dr. Charlotte Hawkins Brown, Mrs. Vesta L. Jackson, Miss F. Elizabeth Burwell, Miss Normalle Dismukes, Mr. O. C. Hall, Mr. John F. Carter, Miss Cecie R. Jenkins, Mr. Walter A. English, Mr. Charles A. Grant, Rev. John Brice.

Dudley High School

Prof. J. A. Tarpley, Mrs. N. D. Arnette, Mr. D. L. Bager, Mr. T. F. Caldwell, Mr. V. H. Chavis, Mrs. N. Artis Coley, Miss M. A. Colson, Mr. J. R. Davis, Mrs. M. A. Farrison, Mr. W. J. Furcrome, Miss P. B. Garrett, Miss R. M. Glover, Mrs. J. M. Goldsborough, Mr. W. A. Goldsborough, Miss F. K. Gordon, Mrs. B. T. Grant, Mrs. E. D. Holloman, Mrs. L. L. Humphrey, Mrs. G. T. James, Miss D. S. Lewis, Miss Minnie Howard, Mr. N. E. McLean, Mr. J. B. Parsons, Mrs. E. L. Penn, Mr. E. L. Raiford, Mrs. G. A. Rogers, Mr. W. F. Taylor, Mrs. A. P. White, Miss L. Ferne Wood, Mr. R. L. Wooden, Miss Marie Howard, Mr. J. W. Jones.

J. C. Price School

Mr. A. H. Peeler, Miss N. B. Bolden, Mrs. L. D. Brown, Mrs. L. P. Dyson, Mrs. G. M. Hammonds, Mrs. M. Y. Hairston, Mrs. C. H. Humphrey, Miss C. B. Minor, Mrs. A. A. Melton, Mrs. A. B. Moore, Mr. C. C. Miller, Miss C. L. McCullough, Mrs. L. D. Nelson, Mrs. A. M. Rivers, Miss M. E. Trent, Mrs. N. B. Wright, Mrs. J. L. Alexander.

Washington Primary School

Mrs. M. L. Scarlett, Mrs. A. W. Baker, Mrs. D. S. Enoch, Mrs. C. T. Forney, Mrs. L. J. Gregg, Miss I. S. Jones, Miss M. F. McConnell, Mrs. D. L. McNair, Mrs. S. G. Neaby, Mrs. B. M. Rogers, Mrs. G. T. Simkins, Mrs. I. S. Tucker, Mrs. O. P. Womack, Mrs. H. W. Booker.

Washington Grammar School

Mr. W. L. Jones, Mr. F. J. Brown, Mrs. A. C. Chavis, Mrs. O. S. Grandy, Mrs. N. C. Jones, Miss M. A. Kirkland, Mr. J. A. McKee, Miss L. C. Miller, Mrs. L. E. Morrow, Miss M. B. Pullins, Mrs. L. A. Smith, Mrs. L. C. Tarpley, Mrs. C. D. Wormley, Miss K. H. White, Mrs. E. M. Barnes.

Jonesboro School

Mr. J. S. Leary, Mrs. P. A. Donnell, Mrs. M. H. Jones, Mrs. E. L. Holmes.

Jacksonville School

Mrs. G. D. Woods, Mrs. G. G. Brown, Miss L. J. Nelson, Mrs. F. L. Pookrum, Mrs. M. V. Pope, Miss M. L. Robinson, Mrs. P. W. Tillman, Miss E. L. Bright.

Terra Cotta School

Mr. T. W. Cowan, Mrs. M. H. Hill, Miss P. B. Scarlette.

Chas. H. Moore School

Miss W. E. Greene, Mrs. S. E. Byarm, Mrs. A. C. Davis, Miss C. E. Hill, Mrs. S. P. Ruff.

Fairview School, High Point

Miss Mytrole L. Gray, Miss Annie L. Jones, Mrs. Marie B. Snead, Mrs. Lessie E. Flowe, Mrs. Eva A. Townes, Mrs. Pearl B. Burford, Miss Cynthia A. Holmes, Mrs. M. M. Hart, Miss Bertha B. Lomax, Miss Mary L. Gilmer, Miss Mattie C. Robinson, Miss Nettie C. Moss, Mrs. Janie K. Williams.

Immanuel Lutheran College

Mr. H. Meibohm.

Bennett College

President D. D. Jones, Miss Florence V. Bond, Mr. Aaron C. Dutton, Mr. C. M. Ford, Mrs. Willie Grimes, Mrs. Lydia M. Jetton, Miss Bessie R. Jones, Mrs. D. D. Jones, Dean P. A. Klugh, Mrs. C. H. Marteen, Mrs. T. C. Taylor, Miss S. G. Williams, Mrs. G. M. Wyatt, Miss Willa B. Player, Mrs. Maggie B. Daniel, Mr. John G. Turner, Dr. Albert B. Turner, Mrs. M. B. McLaurin, Mr. W. A. Banner, Miss L. M. Barry, Mr. M. F. Bland, Miss E. M. Reaves.

Guilford County Unit

Mrs. L. L. Foster, Miss Lea A. Foster, Mrs. A. M. Jordan, Miss Fannie McCullum, Miss Helen DeJordan, Mrs. B. H. Jenkins, Mr. G. P. Franklin, Miss Amelia E. Stafford, Mr. W. E. Sapp, Mrs. M. C. Douglas, Miss Annie Peace, Otis T. Gheringer, Mrs. Lizzie L. Holt, Mr.

W. H. Lanier, Mrs. Nettie W. Carrigan, Mrs. C. O. Howell, Mr. Virgil Stroud, Miss Lina J. Smith, Mr. J. H. Bruce, Mrs. Mattie Crowe, A. L. Walker, Mrs. V. W. Webb, Mrs. Louella Frazier, Miss Willa A. McIver, Miss Ruby Moseley, Mr. V. J. Caviness.

HALIFAX COUNTY

Brawley High School, Scotland Neck

Mr. Arthur R. Dees, Mr. N. L. Smith, Miss Ernestine Ethengane, Miss A. L. Connor, Miss M. H. Haley, Miss G. H. Franklin, Miss D. L. Parks, Miss Ruby E. Crews, Mr. Charles C. Smith, Miss M. N. Rodgers, Mrs. L. H. Dees, Miss M. C. Tatum, Miss M. Rice, Mr. John B. Bond, Miss Mattie C. Allen, Mr. Charles W. Bias, Miss Myrtle J. Daniel, Mrs. M. L. Smith.

Halifax County Training School, Weldon

Mr. W. B. Davis, Miss Bessie Y. Beale, Mrs. C. T. Blackwell, Mrs. Willie H. Cheek, Miss Mae Ruth Collins, Miss Maude E. Freeman, Mrs. P. H. Kyle, Mr. Frank H. Alston, Miss Beatrice W. Long, Miss C. E. Tucker, Miss Mary E. Wheeler, Mrs. Elizabeth S. Woodruff, Miss Lillian H. Moore, Miss Edith F. Flemming, Mrs. Lucile E. Cooke.

Enfield Graded School

Mr. M. Davis, Mr. S. H. Barrow, Mrs. B. E. Bullock, Mrs. F. W. Hunter, Miss M. C. Murphy, Mrs. C. E. Whitaker, Mrs. V. Thornton, Miss G. V. Burke, Miss V. B. Smith, Miss M. E. Morisey, Miss M. E. Daves, Miss V. B. Smith.

John Armstrong Chalonier School, Roanoke Rapids

Miss M. P. Magette, Miss R. L. Brvant, Miss A. B. Crump, Miss M. N. Austin, Miss F. M. Albright, Mrs. C. M. Williams, Mrs. M. N. Carter, Mr. G. K. Lynch, Prof. D. P. Lewis.

White Oak School

Mr. C. G. Avent, Jr., Miss Susie E. Ford, Miss Frankie B. Myrick, Mrs. A. B. Johnson.

Halifax County Rural Group

Miss Bettye Bailey, Clarence Bailey, Mrs. Roxie Brewer, Miss Carrie R. Braswell, Mrs. Annie H. Brinkley, C. M. Carraway, Mrs. G. P. Wiley, Miss Addie Clarke, Mrs. Gladv Clarke, Miss Louzianne Cobb, Miss Virginia Davis, Mr. Julius Daniels, Miss Melba Douglass, Miss Emilv Earle, Miss Mattie Eason, Mrs. R. T. Exum, Miss Frankie Fenner, Mr. A. L. Finch, Mrs. A. L. Finch, Miss Ruth Fields, Mrs. Sadie F. Rainey, Mrs. Laura Foster, Mr. Luther Gilliard, Miss Claudia Hailey, Miss Ella Hardy, Miss Helena Hardv, Mr. B. D. Hardv, Miss Sallie Hardv, Miss Clara Houston, Mrs. Helena Harris, Mr. Johnston Harris, Mrs. Fannie Hawkins, Mrs. Jillie B. Hill, Mr. L. D. Haywood, Miss Virginia Haywood, Mr. W. G. Holmes, Mrs. Dorothy Huggins, Miss Elsie James, Mrs. Bessie Johnston, Mrs. Ionia Johnston, Mrs. Helen Johnson, Rev. A. D. Johnston, Mr. Cornelius Jones, Mrs. Jessie W. Johnson, Miss Ava Jones, Mrs. Bessie W. Jones, Mrs. Ruth W. Jones, Mrs. Irene Jones, Mrs. Hattie Mayo, Mrs. Mattie Morrow, Mrs. Virgil Meekins, Mrs. Uzella McDaniel, Mrs. Louise Myrick, Miss F. Nicholson, Mr. E. L. Patterson, Mr. Calvin Paschall, Miss Amelia Perry, Mrs. Almyra Pittman, Mrs. Viola Pittman, Miss Gwendolyn Poindexter, Miss Vivian Reed, Miss Dorothy Reese, Miss Lelia Reid, Miss Beatrice Robinson, Mr. Nathaniel Robbins, Mrs. Ida Scotts, Miss Pearl Smith, Miss Ethel Smith, Mrs. Blanche Smith, Mrs. Bessie C. Smith, Miss Annie Shearin, Mr. F. T. Shields, Mrs. Leah Shields, Miss Lelia Stanley, Miss Jessie Stewart, Mrs. Ruby Stewart, Mrs. Attie Solomon, Mr. D. A. Thorne, Miss Sarah Vaughn, Miss Eulah Walston, Mr. Aaron F. Wilder, Mr. Leroy Wilson, Mrs. Westie Williams, Miss Alice B. Williams, Miss Alice M. Williams, Mrs. Elia Williams, Mrs. Elnora Williams, Miss Gladys Williams, Mrs. Frankie H. Williams, Mrs. Irene B. Williams, Miss Rosa B. Williams, Miss Mary S. Wilkins, Mr. Ralph Yokley, Miss Florida Belle, Miss Elsie Weaver, Mrs. Dorinda Anthony, Miss Bessy Shields, Mr. W. M. Wooten, Miss Theresa Everette, Miss Fannie Cheek, Mrs. Edith M. Shields, Miss Virginia Haywood, Miss Ernestine Ethengane, Mrs. L. H. Dees, Mr. C. W. Bias, Mrs. M. L. Smith, Miss Myrtle J. Daniel.

HOKE COUNTY

Upchurch High School

Mr. D. P. Scurlock, Miss A. G. Smith, Miss S. M. Truizers, Miss A. G. Avery, Miss I. Blue, Miss A. I. Kelly, Mrs. C. M. Gaither, Mrs. H. B. Williams, Miss I. Scurlock, Mr. E. A. Simmons, Mr. S. Williams, Mr. C. E. McKoy, Mr. M. R. Smith, Mrs. Q. E. Thames, Miss E. H. Kornegay, Mrs. C. B. Norman, Mrs. Russell, Miss L. B. Huntley, Miss L. A. Matthews, Miss G. A. Foushee.

Hoke County Unit

Miss Hancie Shipman, Mr. Garfield Coleman, Mrs. Leona Coleman, Mr. T. V. Williams, Mrs. Ida McDuffie, Mr. James Chalmers, Miss Bonzie Dobbins, Miss Vera Wilkerson, Mrs. Mary McGeachy, Miss Emma Crawford, Mrs. Estella K. Williams, Miss Docia Treadwell, Miss Lucy Mumford, Mrs. Mary McLaughlin, Mr. W. C. Campbell, Mr. G. R. Harrington, Mrs. Quessie Drake, Mrs. Rosa McNeill, Mrs. Venetta McCormick, Mrs. Daisy Quevado, Miss Marie Barr, Miss Evalina Ray, Miss Ida McKoy, Mrs. Bertha Purdie, Miss Viola Davis, Miss Mabel Shaw, Mrs. Hannah Anders, Mr. Joseph Drake, Mr. John Mumford, Mrs. Lucille Mumford, Mr. L. V. Evans, Mr. Alexander Geddie, Mrs. Marie Crumpton, Miss Leona Sherman, Mr. Thomas McLaughlin, Miss Essie Lee McKoy, Mrs. Eliza Ray, Mrs. Estella Graham, Mrs. Lillian Gleeves, Mrs. Rosa Anders, Mr. Fred Anders, Miss Katie Broadway, Mr. Joe McLaughlin, Mrs. Jessie McLendon, Mrs. Ida B. Cole.

HARNETT COUNTY

Shawtown High School

Mr. J. S. Spivey, Mrs. J. S. Spivey, Mr. Fred Matthews, Mrs. Parthenia I. Neal, Miss M. P. Sharpe, Miss Vivian Browning, Mrs. Susie P. Frisby, Mr. E. J. Rhue, Mrs. Myrtle F. Moore, Mrs. Leuva Newkirk, Mrs. Rollista McKoy, Miss Blanche L. Allen, Miss Iola G. Black, Miss Minnie L. Davis, Miss Caldonia Dyson, Miss Lucy Newby.

Harnett County Teachers Association

Mrs. Carrie McKoy, Miss Elsie Allen, Miss Winifred Allen, Rev. A. T. Tuck, Mr. Victor Blackburn, Miss Ethel McNeill, Miss Wyomia Brewington, Mrs. Rosa Matthews, Mrs. Mary Sellars, Mrs. Carrie Atkins, Miss Jessie M. Smith, Mrs. Mary F. Crowe, Mr. C. E. Forte, Mrs. Annie Drane, Mrs. Addie Warfield, S. T. T. A. Cox, Miss Ida Matthews, Mrs. Vera Ryals, Mrs. Mary C. Coplin, Mr. Henry Brown, Mrs. Wilma Prince, Mrs. A. B. McLean, Mr. Leslie Parker, Mrs. Mary Watson, Mr. Charles L. Walker, Mr. J. E. Marks, Mrs. Carrie G. Melvin, Mrs. Rosa McDowell, Mrs. Beatrice Payton, Mrs. Virgie H. Speed, Mrs. Petie T. Massey, Mr. Herbert Devane, Mrs. Annie S. Wright, Mrs. T. Satterwhite, Miss Earthalene Smith, Mr. F. H. Ledbetter, Miss Rosella Caldwell, Mrs. R. E. Stanford, Mrs. Laciola Taylor, Mr. W. J. Watson, Mrs. C. E. Cameron, Miss Mary Harris, Miss Minnie Felton, Miss B. R. Davenport, Miss M. McLean, Mrs. Beatrice G. Rhue, Mr. Robert F. Moore, Mrs. Carolyn Rowland, Miss Eunice McLean, Mrs. Loraine Moses, Mr. John Campbell, Allen T. Newby.

Harnett County Training School, Dunn

Mr. J. T. Turner, Miss Rowena Powley, Mrs. Iva M. Smith, Miss Lina Culbreth, Miss Earline Cox, Miss Eva McNeill, Miss Mary E. Brown, Miss Ellen Grace, Mr. Robert Corbett, Miss Michael Black, Mrs. Louise Carter, Miss Lucinda Hairston, Miss Mabel Smith, Miss Amelda Armstrong.

HENDERSON COUNTY

Sixth Avenue High School, Hendersonville

Mr. Spencer E. Durant, Mrs. Odell M. Rouse, Miss M. L. Gunn, Mrs. Addie R. Miller, Mrs. Eula B. Owens, Mrs. Eva R. Pilgrim, Mrs. M. Joyce Mills, Mr. J. R. Marble, Mrs. Mary Lee Edwards.

HERTFORD COUNTY

Ahoskie High School

Mr. H. D. Cooper, Mrs. V. M. Hart, Mrs. M. Newsome, Mrs. M. N. Bond, Miss D. E. Chavis, Mrs. D. A. Newsome, Mrs. L. B. Patterson, Mrs. C. C. Hollomon, Mrs. I. E. White, Mrs. C. A. Gatling, Mrs. I. N. Yates, Mrs. K. A. Ramsey, Mrs. M. S. Colson, Miss C. M. Lewis, Mr. J. B. Eggleton, Mrs. S. N. Cooper, Mrs. M. H. Futrell, Mr. Sherman Greene, Mr. G. T. Bazemore, Mrs. C. H. Bizelle, Miss E. Pierce, Mr. J. W. Futrell, Mrs. A. L. Lawrence, Miss G. E. Hall, Mr. J. L. Falcon.

Ahoskie District Schools

Mr. Theodore Hall, Mrs. Irabell Riddick, Miss Wray Garrett, Miss Dounia M. Hill, Miss Arthalia Porter, Miss Mary Saluda Mitchell, Mr. Edward T. Gatling, Mrs. Mary E. Sils, Miss Trolie E. Brown, Miss Agnes M. Sharp, Miss Ila Butler, Miss M. O. Watson, Mrs. Agnes Weaver, Mrs. Sarah Simons Vaughan, Mrs. Irene Collins.

Murfreesboro-Como Unit

Mr. George T. Rouson, Mr. Dallas T. Spruill, Mrs. Amphie Spruill, Mrs. Gertrude Strayhorn, Miss Cora Lee, Miss Onethia Garriss, Miss Aurie Keene, Mrs. Bernice Flood, Miss Ruth Manley, Mrs. Katherine Weaver Briggs, Miss Fostenia Worthington, Mrs. Cora W. Ramsaw, Miss Marie Majett, Miss Flossie Stephenson, Mrs. Claudia

Reid, Mrs. Gladys Reid Lawrence, Mrs. Rebecca Perry Eley, Mrs. Agnes Spiers Boone, Mrs. Ida Scott, Mrs. Levester Stephenson, Mrs. Hattie Everett, Mr. E. D. Harrell, Mr. John Wells, Mrs. Louise Flood Jones.

Waters Training School

Miss Lizzie Askew, Miss Hattie Beverly, Miss Sallie Y. Bizelle, Mr. H. R. Bond, Miss Esther M. Brett, Mrs. Viola Chavis, Mrs. Amanda Cherry, Mrs. Flora B. Collins, Mrs. Lillian Everett, Mrs. Emma C. Freeland, Mr. H. C. Freeland, Miss Ardelle Garrett, Mrs. Albina B. Hall, Miss Dicie J. Hall, Mrs. Fannie Vaughn Holloman, Mr. Jathian Holloman, Mrs. Undean Jones, Miss Virginia D. Jones, Miss Emma D. Lassiter, Mr. S. F. Lewis, Mr. D. M. McCaskill, Mrs. Agnes S. Mitchell, Mrs. Dora T. Porter, Miss Blouvenia A. Pride, Mrs. Amaza J. Reid, Mrs. Louvenia B. Rouson, Mrs. Fannie R. Sawyer, Mrs. Alice J. Scott, Mrs. Theora C. Stallings, Miss T. Wilhelmna Tuck, Miss Josephine P. Valentine, Mrs. Addie L. Weaver, Mrs. Ailene B. Weaver, Mr. C. S. Yeates, Mrs. Katie Sears Zachary, Mr. M. R. Zachary, Mrs. Fannie Cofield Watford.

HYDE COUNTY

County Unit

Mr. W. J. Bowser, Miss Annie Smith, Mrs. Ethel M. Woods, Mrs. Melaine Slade, Miss Rosa Slade, Miss Elнора Slade, Mrs. Lodie A. Gaskins, Mr. J. H. Hardy, Mrs. E. F. Clark, Miss Eunice Smith, Miss Marietta Wilson, Mrs. Carrie S. Whitaker, Mrs. Willie G. Green, Mr. A. V. Slade, Mr. Alonzo V. Slade, Miss Mary Burrus, Miss Elizabeth Blount, Mrs. Judie A. Gray, Miss E. Oreta Clay, Miss Sankie M. Everette, Mrs. Bessie R. Dupre, Mrs. Sophia M. Perkins, Mrs. Annie M. Bonner, Mrs. Margaret W. Baker, Mrs. Seniz Sheppard, Mr. I. R. Barcliffe, Mr. J. R. Spencer, Mr. B. W. Barnes, Mr. Johnson Spruill, Mr. O. A. Peay, president.

IREDELL COUNTY

Morningside High School

Mrs. C. M. Abernathy, Mrs. L. H. Ables, Mrs. L. P. Croom, Mrs. A. C. Foushee, Mrs. L. M. Hamilton, Miss A. E. Harris, Miss M. C. Holley, Mrs. M. B. Hollowell, Mrs. M. M. Littlejohn, Miss A. F. Maxwell, Mrs. C. W. Nesby, Miss B. Pretty, Miss D. L. Pryor, Miss B. C. Sherrill, Mrs. C. K. Spicer, Mrs. A. P. Toliver, Mrs. A. L. Stevens, J. R. Browning, G. F. Dalton, W. Q. Jones, A. D. Rutherford, F. A. Toliver.

County Unit

Mrs. Margaret H. Cowell, Mr. J. A. Ramseur, Mrs. Hattie Y. Brooks, Miss Frances L. Evans, Miss Mary A. Williams, Mr. John O. Smith, Mrs. Margaret H. Carrell, Miss Helen Phelps, Mrs. Euver Lee Mangum, Mrs. Reola W. Morrison, Miss Madge E. Simril, Mr. H. H. Blackburn, Miss Fleecy Mae Griffin, Mrs. Lillie Harris Gibson, Mr. J. D. Peterson, Miss Eulalia C. Hall, Mrs. Maggie Lloyd Carden, Mrs. Lois Carson Twitty, Miss Lumnicia Sherrill, Mr. Mason C. Miller, Mrs. Mary Newton Morrison, Mrs. Mildred L. Holt, Mrs. Sadie Perkins Murdock, Mrs. Irene C. Ellis, Mrs. Thelma A. Chambers, Mr. William Littlejohn, Mrs. Etel D. Walker, Miss Vivian Anderson, Miss Gladys King, Miss Quincy Davidson, Miss Genevieve Reeves, Mrs. Jettie D. Morrison, Mrs. D. C. Rutledge, Miss Annie L. McKee, Mr. Troy A. Johnson, Miss Mazie S. Goodman, Miss Willie Mae Holly, Mr. M. H. Harrington, Miss Sadie D. Hackett, Miss Esther Hill, Miss Allie Coble, Mr. Harry T. Henry, Miss Nettie Miriam Smith, Miss Mildred Feimster, Miss Beulah Spann Cannon, Miss Inez Abernethy, Miss Estella Young, Mrs. Emma M. Laskey, Mrs. Mary C. Holliday.

Mooreville School

Esther Hill, Mrs. E. L. Mangrum, Miss A. McKee, Miss Frances Evans, Miss Clara H. Neely, Mr. Maurice Woods, Mrs. Geneva Miller, Mrs. L. J. Gill, Miss Margaret Caldwell.

JOHNSTON COUNTY

County Unit

Miss E. White, Mrs. P. Smith Watkins, Annie Pearce, Miss M. Bell.

Johnston County Training School

Miss Dorothy E. Shipley, Miss Amelia J. Parks, Miss Naomi Smith, Miss Elsie C. Bryant, Miss Lillian A. Bailey, Miss Bennie A. Grice, Mr. M. C. Miller, Miss Frances K. McNeil, Mrs. L. A. Smellie, Miss Hattie M. Watson, Miss Ophelia Durham, Mrs. Arlena D. Parks, Miss Amanda I. White, Mrs. H. B. Ricks, Miss Erma C. Staplefoote, Miss Olive B. Wilson, Mr. H. K. Wilson, Mr. Jasper A. Bridges, Mrs. E. H. Jordan, Miss Chrystabelle D. Brown, Mr. W. R. Collins.

Short Journey School

Miss L. V. Murray, Miss Ione Vinson, Mrs. T. C. Taylor, Miss Eliza J. Burns, Miss Aurelia C. Lester, Mrs. E. Cradle Hall, Miss Dollie E. McNeil, Mrs. E. R. Vinson, Miss Nonie S. Merritt, Mrs. E. J. Cooper.

Four Oaks School

Mrs. Blondina N. Brooks, Mrs. Lillian F. Williams, Mrs. Lillian N. Futrelle, Mrs. Minnie A. Martin, Miss Sallie Lee Sasser, Miss Clara Lee Dublin, Miss Vivian F. Christian, Mrs. Eunice P. Scales, Mrs. Selina M. Smith, Mrs. Eliza Y. Jenkins, Mrs. Mildred W. Wilson, Miss Winnie M. Moore, Mrs. James A. Laceywell, Mr. M. L. Wilson, Miss Ruby M. Jones.

Princeton School

Mr. G. W. Bryant.

JONES COUNTY

Miss Jean Bright, A. E. Respess, Mr. C. C. Franks, Mr. J. W. Willie.

LINCOLN COUNTY

Lincoln County Teachers Association

Mrs. Annie Wade Biggers, Mr. S. E. Biggers, Mr. A. G. Holland, Mrs. Nora Hedrick, Miss Rose Gaston, Mrs. Mary Alice Donnell, Mrs. Lucy Holland, Mrs. Annie Lorits, Mr. V. M. Sumner, Miss Anna B. Hart, Mrs. Derr McCullough, Miss Rosebud Link, Miss Lottie M. Adams, Mr. James Poole, Mrs. Ruba Williams, Mrs. Tabitha Trolinger, Mr. George Moore, Miss Carrie Carson, Mrs. Ethel Alexander.

LEE COUNTY

Teachers Association

Prof. W. B. Wicker, Prof. R. G. Perry, Mr. W. R. Hooper, Mr. J. Boyce Brown, Mr. J. H. Gattis, Mr. Walter L. Thomas, Mr. W. H. Monro, Mr. Berkley E. Merrick, Mr. E. V. McMillan, Rev. C. C. Jones, Mrs. W. B. Wicker, Mrs. S. J. McMillan, Mrs. P. R. Alston, Mrs. M. R. Cox, Mrs. M. L. Cameron Robinson, Mrs. Martha G. Foushee, Mrs. E. M. Bland, Mrs. L. W. Boykin, Mrs. Zenobia B. Headen, Mrs. E. M. Bates, Mrs. Estelle Synpes, Mrs. Ava Taylor, Mrs. Alice P. Perry, Mrs. E. B. Crutchfield, Mrs. C. S. Jamerson, Mrs. Zenobia H. Sellers, Miss Pricilla P. Jordan, Miss E. E. Puryear, Miss B. L. Hammond, Miss E. E. Farley, Miss G. A. Deberry, Miss C. C. Crumpton, Miss N. L. Waddell, Miss Christine B. Clark, Miss C. E. Dawson, Miss M. E. McKoy, Miss Dorothy Allen, Miss Georgia L. Turner, Miss M. A. Wright, Miss Dorothy C. Hayes, Miss W. C. Gullick, Miss Meta J. Goldston, Miss Mabel Monroe, Miss Julia E. Taylor, Miss Theresa M. Payne.

LENOIR COUNTY

Kinston City Schools

Mr. C. B. Stewart, Miss Nannie Alice Alexander, Mr. Elijah J. Baker, Mr. Stephen Carraway, Jr., Mr. C. S. DeVane, Mrs. Esther G. Isler, Mr. H. S. Jenkins, Mrs. Pauline H. Parker, Mr. W. W. Parker, Mr. J. H. Lucas.

Mr. Ushry W. Best, Miss Louise M. Bratton, Miss Eliza G. Glenn, Miss Ruth R. Graham, Mr. E. S. Houston, Miss Miriam T. Pitt, Miss Alma M. Van Renssaler, Miss Sarah E. Wooten.

Mr. J. A. Harper, Mrs. Carrie J. Albritton, Miss Kathryn L. Allen, Mrs. Vina D. Battle, Mrs. Helen B. Bynum, Mrs. Sarah K. Coward, Mrs. Margaret G. Fisher, Mrs. Elaine B. Fletcher, Mrs. Etta B. Lane, Miss Rosa B. Lassiter, Miss K. Eloise Miller, Miss Melissa L. Newkirk, Miss Mamie L. Norris, Mrs. M. W. Smith, Mrs. Ernestine J. Stewart, Mrs. Beatrice E. Strong, Miss Esther F. Watt, Mrs. Nancy C. Williams.

Rev. J. H. Sampson, Miss Dora M. Greene, Mrs. Anna Cobb Jones, Mrs. Lelia P. Mitchell, Miss Anna Mae Ray, Mrs. Mary G. Williams, Mrs. Marion M. Womack.

MACON COUNTY

Mrs. E. L. England, Miss Edna Gilmer, Mrs. Eula Lee Kemp, Mr. F. K. Davis, Mr. H. R. Kemp.

MARTIN COUNTY

Williamston High School

Prof. E. J. Hayes, Richard A. Broadnax, Alma H. Duer, Nora R. Cherry, Doretha Chance, Richard Hoffer, Frissell Walker, Lillian M. Slade, James Holley, Ethel A. Simmons, Rhodena H. Jackson, Mary S. Gray, Cecilia Rose Miller, Blonnie Ellison, Augusta L. Hayes, Lela S. Chambers, Eulah V. McCloud, John P. Dennis, Nellie J. Pettis.

Briggs School

W. V. Ormand, Sr., Lou Ella Slade, Annie Slade, Clara R. Owens.

Woodlands School

Alonza R. Jones, Mamie B. Smith, Annie Louise James.

Williams Lower School

Hester A. Haughton, Amazor B. Cherry, E. Odessa McFadden.

Burroughs, Spring Hill

W. V. Ormand, Jr., Beatrice R. Evans, Alma C. Pritchard, George T. Hill.

Parmele Unit

Prof. W. C. Chance, Whittier C. Witherspoon, Elizabeth Young, Milton A. Armistead, A. B. Wynne, Julia J. Chance, Martha C. Taylor, Pearl V. Modlin, Virginia Johnson, Carrie B. Bratcher, Hattie Bell.

Robertsonville

Noah W. Slade, Eurie M. Andrews, Daisy Chance, Mrs. Fannie B. Lee Slade, Jennie E. McMurren, Cymera Fagan.

Gold Point

Don G. Chance, Nancy N. Highsmith, Ruth Hill Anthony, Basha Andrews.

Everetts

F. A. Modica, Eleanor Chance, Willie H. Goins.

Oak City

James W. Grimes, Magdalene Grimes, Annie M. Boston, Ethel Walker, Vivian A. Walker.

Hamilton

Edna B. Andrews, Ruth A. Downing, James H. Faulk, Ruby J. Mauney.

Salisbury

George T. Hyman, Cora V. Griffin, Joanna M. Dowdy.

White Oak Springs

Rufus Gaither, Mary E. Andrews.

Jones

Turner K. Slade, Matilda Stalling Jordan, Lucy R. J. Burnett.

Richard James

Ralph A. Keys, Irma V. Outerbridge, Ella Mae Smith.

Bowers

John Slade, Annie Moore.

Jamesville

Milton L. Armistead, Katie B. Bunn, Doretha Dafford.

Dardens

John James, William R. James, Alberta Pur-nell, Mary E. Bonds.

Coreys, Smithwick and Bear Grass
Ella M. Styron, Annie Hassell, Elijah Keys, Nellie Smith.

Cross Road

Rebecca Everett, Esther Cherry.

McDOWELL COUNTY

Mr. G. B. Corpening, Rev. F. M. Beaver, Mr. Clement Martin, Miss Ornetta Biggers.

MECKLENBURG COUNTY

Second Ward High School

Prof. J. E. Grigsby, Mrs. M. T. Archer, Mrs. M. M. Adams, Miss M. Banner, Mrs. M. Beckwith, Mr. Edward H. Brown, Miss E. Caldwell, Mrs. W. R. Carson, Mr. O. W. Clarke, Mrs. C. N. Denson, Mr. K. H. Diamond, Mr. Alfred Farmer, Mr. Thomas Frazier, Mattie Hall, Mrs. B. Herndon, Mr. Louis Levi, Mrs. L. S. Malone, Mr. D. E. Moore, Mr. W. H. Moreland, Mrs. B. E. Phillips, Mr. E. L. Rann, Miss S. Robinson, Miss L. Spears, Mrs. M. P. Spivey, Miss A. K. Stewart, Mrs. J. B. Stinson, Miss Marion Taggart, Mr. F. Wiley.

Fairview Elementary School

Mrs. M. G. Davis, Mrs. V. L. Ferguson, Mrs. R. D. Hurcules, Miss J. M. Croome, Mrs. M. J. McKee, Miss M. L. Andrews, Mrs. G. E. Yancey, Mrs. H. P. Moreland, Miss L. D. Cummings, Miss F. H. Partee, Miss E. E. Morris, Mrs. A. E. Herriage, Mrs. D. F. Steele, Mrs. A. M. James, Mrs. C. C. McFadden, Miss H. S. Anderson, Miss M. M. Reid, Mrs. O. J. Tate, Mrs. B. C. Scales, Mrs. H. D. Williams, Mrs. M. M. Conner, Miss Irma B. Kyle, Mrs. Q. E. James.

Morgan School

Mrs. E. R. Anderson, Mrs. Mildred P. Brodie, Mrs. Luvenia D. Jeanes, Mrs. Zilla F. Robertson, Mrs. Mildred Alexander, Mrs. Floretta D. Dunn, Mrs. Willie Mae McKissee, Mrs. Ethel J. Butler, Mrs. Vivian S. Washington, Miss F. Elizabeth Frazier, Miss Grace J. Crawford.

Alexander Street School

Mrs. J. W. Hemphill, Mrs. H. B. Givens, Miss B. W. Tyson, Mrs. S. L. Wyche, Mrs. M. L. Brewington, Mrs. L. Y. Harris, Mrs. D. P. Currie, Mrs. L. G. Harris, Mrs. B. W. Mullins, Miss W. M. Price, Miss A. E. Stevenson, Mrs. R. E. Kennedy, Miss V. M. Gullick, Miss S. E. Scott, Mrs. H. Q. Mayberry.

Myers Street School

Miss M. A. Wyche, Miss E. Arthur, Miss L. Grier, Miss M. E. North, Miss L. Rudisill, Miss

F. Sampson, Mrs. L. M. Davis, Miss A. M. McKee, Mrs. W. Perry, Miss M. Phipper, Mrs. A. Warner, Mrs. G. Alston, Mrs. I. Byers, Mrs. E. Vance, Mrs. Ruth Williams, Miss D. Young, Mrs. M. L. Flowe, Mrs. W. M. G. McLean, Miss F. M. Miller, Miss L. Ray, Miss C. Evans, Mrs. M. Russell, Miss H. Russell, Mrs. D. E. Williamson, Mrs. O. Boyden, Mrs. F. Graham, Mrs. E. B. Murphy, Mrs. E. S. Patterson.

Biddleville Elementary School

Mrs. S. P. Sasso, Mrs. W. F. Anderson, Miss A. F. Brown, Miss L. E. Byers, Miss D. M. Cornelius, Miss M. A. Davidson, Mrs. D. N. Dusenbury, Mrs. J. S. Gray, Miss E. D. Hill, Mrs. R. L. Love, Miss S. L. McCombs, Mrs. C. H. Reynaud, Mrs. Robinson, Miss I. L. Shute.

Isabella Wyche School

Miss B. D. Moore, Mrs. C. T. Booton, Miss M. L. Cousar, Mrs. G. C. Daniels, Miss V. F. Grier, Mrs. L. M. Hamilton, Mrs. L. N. Hollomon, Mrs. T. H. Hunt, Mrs. G. L. Greene, Mrs. E. G. McKeithen, Mrs. G. F. Moreland, Mrs. R. V. Pitts, Miss L. M. Perry, Mrs. I. N. Roberts, Mrs. F. M. Nash, Mrs. G. E. Wylie, Mrs. K. L. Wyche.

West Charlotte High School

Miss M. S. Albury, Mr. A. A. Barnwell, Miss M. A. Blake, Mr. C. L. Blake, Miss S. V. Boone, Mrs. K. M. Cresfield, Mr. J. E. Colston, Mr. D. L. Foster, Miss C. J. Jackson, Mr. F. R. Jackson, Mr. H. D. Johnson, Mr. T. M. Martin, Mr. S. A. Moore, Miss M. E. Riddick, Miss C. E. Robinson, Miss K. L. Stuart, Mr. J. P. Towns, Miss S. E. Usher.

Mecklenburg Teachers Association

Miss Elizabeth Adams, Miss Beatrice Barnes, Miss Bessie Baucum, Mrs. R. B. Beatty, Rev. C. A. Washington, Mrs. E. S. Beaver, Miss Lillian Bishop, Miss L. J. Blue, Miss Samella Brown, Miss Josephine Brown, Miss Zetta Byers, Mrs. Carraway, Prof. C. L. Chilsom, Mrs. C. L. Chilsom, Mrs. Thelma Colston, Rev. A. P. Corley, Mrs. A. P. Corley, Mrs. Minnie Davis, Mrs. Eva Davidson, Miss Evelyn Davidson, Miss Willie Davidson, Miss Eutruella Dean, Mr. J. K. Diamond, Mrs. Pearl Dinkins, Mrs. Julia Douglass, Mrs. N. B. Dykes, Mrs. Lillie Ferguson, Mrs. Al-drich Davidson, Rev. W. S. Davidson, Mrs. Ruth A. Frazier, Rev. A. H. Gamble, Mrs. J. H. Gamble, Mrs. A. H. George, Mrs. G. H. Ginyard, Mr. Buford Gordon, Mr. C. E. Graham, Mr. I. T. Graham, Mrs. Bessie Grant, Mr. Jimmie Gunn, Mrs. Annie Halev, Mr. J. K. Haley, Mrs. H. A. Hailey, Mrs. Roberta Hannable, Mrs. Fannie Hargraves, Mrs. L. T. Haywood, Mrs. W. S. Hardy, Miss Susie Hearn, Mr. Howard Hill, Mrs. Mary Potter Hill, Mrs. Mary Huston, Mrs. F. D. Ivey, Mrs. Bessie Jamison, Mrs. Ada Jenkins, Mrs. E. S. Johnson, Miss Mary Johnson, Mrs. Mazeline Jones, Mrs. M. D. King, Miss Louise Kirkpatrick, Miss Sallie Ledbetter, Miss Wilma Long, Miss Dovie Lowe, Mr. Carl Martin, Mr. B. L. Martin, Mrs. Ethel Wych Martin, Mrs. Willie C. Martin, Mrs. Jessie B. McCain, Mr. P. P. McCorkle, Mr. G. E. McKeithen, Mrs. Marie Miller, Miss Creola Moore, Mrs. Maggie Moore, Rev. R. L. Moore, Mr. Murphy, Mr. W. L. North, Mrs. Phelps, Mr. L. E. Poe, Miss Laura Price, Mrs. Prince, Mr. E. S. Potts, Mrs. Ruth D. Powell, Miss Wilma Dowell, Miss Ruth Oglesby, Miss Louise Osborne, Mrs. Willie Owens, Mrs. Carrie Rabb, Mrs. V. F. Rann, Miss Lucile Russell, Mrs. Eliza Russell, Mr. Johnny Saunders, Miss Zetta Sherrill, Mrs. Estelle Smith, Mrs. Catherine Stinson, Miss Doris Stephenson, Mrs. Essie Stitt, Mrs. Francis Thomas, Mrs. Willie Towns, Mrs. Doretha Wallace, Miss Mamie Wallace, Rev. J. H. Ward, Mrs. Susie Ward, Mrs. Cornelia West, Miss Rosetta Williams, Mrs. Wilma Williams, Mrs. Alma Wilson, Miss Louise Wilson, Mr. C. E. Moreland, Miss Ethel Lee Williams, Miss Margaret Rogers.

Johnson C. Smith University

Dr. H. L. McCrorey, Mrs. H. L. McCrorey, Dr. C. F. Atkins, Miss Carrie L. Ramsey, Mr. E. L. Rann, Mr. N. R. Bolden, Mrs. Harold S. Adams, Dean T. E. McKinney, Rev. A. H. George, Rev. A. O. Steele, Mr. G. F. Woodson, Mr. T. L. Gunn, Dr. T. A. Long, Mr. David Carroll, Mr. Winson R. Coleman, Dr. R. L. Douglas, Mr. Joseph J. Adam, Mr. W. C. Donnell.

MONTGOMERY COUNTY

Peabody Academy

Mrs. Callie Tuck, Mr. J. T. Hawkins, Miss Ruth Hull, Miss Bernice Dobbins, Miss Mary Smitherman, Mrs. Mamie W. Anderson, Mrs. Catherine Hawkins, Mrs. Gertrude Baucum, Mrs. E. D. Sinclair.

MOORE COUNTY

Academy Heights School, Pinehurst

Mrs. Margaret T. Mangham, Mrs. Mary A. Flagg, Mrs. Margie M. Haley, Miss Ethel L. Hodges, Miss Jessie M. Williams, Miss Madge L.

Watson, Mrs. Edna B. Taylor, Mrs. Olivia R. Parks, Miss Nannie A. McLean, Mrs. Charles L. Speas, Mr. Vincent K. Tibbs, Miss Fannie M. Griswold, Mr. C. H. Flagg.

Lincoln Park School

Miss Vandalia V. Wood, Miss Hayes G. Perry, Mr. W. A. Gray.

West Southern Pines High School

Prof. P. R. Brown, Mrs. J. S. Brown, Mr. J. T. Saunders, Mrs. D. S. Harris, Miss B. M. Pitts, Miss P. L. Watson, Mr. Gordon E. Grady, Mrs. E. H. Grady, Mr. Robert T. Young, Miss Cora E. Steele, Miss Mary E. Hasty, Miss W. G. Hasty, Mrs. A. B. Clark, Mrs. M. K. Hill, Mrs. A. C. Jones, Mrs. L. M. Lockhart, Mrs. N. P. Wilson, Mr. T. U. Connor.

Vineland School

Mr. S. G. Calvert, Mrs. S. J. McKethan, Mrs. S. P. Smith, Mrs. Mary A. Horton.

Aberdeen District Schools

Miss C. Clark, Miss Ruth R. Mayfield, Miss Lucille O. Wilson, Miss Alvia R. Wilson, Mr. T. B. Hayes, Mrs. N. M. Hayes, Mrs. F. O. Massenburg, Miss Vanessa O. Reed, Miss Ann I. Evans, Mr. W. A. Gray, Miss V. V. Wood, Miss Hayes C. Perry, Mr. N. A. Hollinsworth, Miss Eva V. Pride, Mr. J. H. Floyd.

Greenville School

Mr. G. L. Turner, Mr. J. W. Jenkins, Mrs. Nettie T. Turner, Mrs. Ollie Harrington, Mrs. Annie L. Bradham.

Pinckney High School, Carthage

Prof. J. W. Groves, Miss Mabel Johnson, Miss D. M. Harrington, Miss M. M. Kelly, Miss V. O. Fuller, Miss N. M. Jackson, Miss Willa Coward, Mrs. A. W. Blue, Mr. R. O. Taylor, Miss E. L. Barrett.

Moore County Unit

Mrs. E. L. McKenzie, Mrs. Lake Erie Ferguson, Miss Tabra Tillman, Mrs. Dora G. Dowdy, Mr. Edward Tyson, T. C. Jackson, Mrs. Lillian D. Harris.

NASH COUNTY

Nash County Training School, Nashville

Miss Eula White, Mr. W. L. Greene, Mr. R. E. Fitzgerald, Mr. O. D. Moore, Mr. J. L. Lassiter, Mr. R. C. Boddie, Miss E. Juanita Alston, Miss Alyce B. Davis, Miss Mollie B. Moody, Miss Marguerite Carson, Mrs. R. P. Roberts, Mrs. G. R. Greene, Mrs. P. B. Richardson, Mrs. H. E. Williams, Miss Arcelia M. Spivey, Miss Iris L. Martin, Mr. Herman Jones.

Spring Hope School

Miss Gladys Mauney, Miss Annie R. Lee, Miss Juanita Price, Mrs. Laura Jones, Mr. Charlie Brown, Miss Lucy Saunders, Mrs. Thomas Crumby, Mrs. Minetta Eaton, Mr. Melvin Bullock, Miss Bernice Swain, Miss Ethel Lewis, Prof. J. W. Eaton.

Middlesex School

Mrs. M. A. Forte, Miss Katie M. Scales, Mrs. Marion T. O'Neal, Mr. Henry Wilson.

NEW HANOVER COUNTY

Williston Industrial School

J. B. Adkins, L. J. Greene, M. Harris, H. Kelly, D. Montague, F. Payne, A. Shaw, S. Wortham, E. H. Nixon, C. Carter, N. Cotton, R. Mitchell, M. Ready, M. Wilson, S. Wright, S. A. Moultrie, C. Bryant, C. H. Haithman, S. B. Hooper, B. B. Leonard, A. W. Lofton, C. Robinson, S. D. Telfair, R. H. Brown, E. G. Holmes, J. King, M. Washington, F. White, R. Foster, C. King, E. McNeil, A. C. King, T. R. Webber, L. S. Williams, R. Scott, E. T. Harlee, G. Kyer, M. H. Perkins, M. Wall, Prof. F. J. Rogers.

Williston Primary School

Principal Booker T. Washington, A. J. Bailey, Marjorie Noyes Belden, Daisy Brown Bryant, Catherine S. Crawley, Martha Emanuel, Vivian F. Haithman, Mary E. Johnson, Carrie Lane, Ida A. McIver, Lillian Saunders, McKoy, Annie L. Moore, Sarah A. Sullivan, M. M. Tucker, S. H. Willis, Rosalie Williams, Gladys W. Graham, Leonora Williams, Anna Mae Gill, C. B. Eaton.

Peabody School

F. P. Robinson, Helen E. Cannady, A. A. DeVaughn, Dorothy Dodd, Nettie McGhee Green, Hardy Lettie Sharpless, Katie L. Hooper, Zoia C. Lane, S. H. Malette, Edna S. Moore, Mozelle McGhee, Alice Ormond, S. L. Perkins, Ida B. Randall, M. J. Rogers, Irene Mallette Sparrow, Ethel B. Telfair, A. Whiteman Watkins, Eliza Wolst, Adell Sneed Harriss.

Rural Teachers, New Hanover County

Prof. W. H. Blount, Elsie Coburn, Katie M.

Davis, Lucy Lofton, Louise H. Moore, Lulu Cobb, Louise W. Lee, Mary H. McFarland, Essie R. Miller, Christabel D. Montague, Ruth H. Ferguson, Lulu E. Mack, Eliza Johnson, Esther Sharpless, Annie E. Webber, Ada McKoy, Fannie C. McCombs, Isabel J. Barnhill.

NORTHAMPTON COUNTY

Northampton County Teachers Association

Miss Kathlyn Lassiter, Miss Pauline Tann, Miss Eunice Randolph, Mrs. Helena Brown, Mrs. E. L. Overton, Mrs. Mary Johnson, Mr. Austin Stitt, Mrs. Amaza Maggette, Mrs. Benah DeLoatch, Mrs. Bertha Joyner, Mrs. Ruth G. Boone, Mrs. Devolia Gordan, Mrs. Emma B. Powell, Mrs. Ruby Scott, Mrs. Bernice Ashe, Miss Claudia Stevenson, Mrs. Emma Johnson, Mrs. Pocahontas Griffin, Miss Frances Carr, Miss Geneva Jones, Mr. W. H. Lewis, Mr. L. E. Harrell, Mrs. Lillian E. Harrell, Mrs. A. P. Johnson, Mrs. Essie Scott, Mrs. Joanna Maggette, Mrs. Novella C. Branche, Mrs. Blanche Edwards, Mr. A. R. Bowe, Miss Lucy Jones, Miss Willie M. Jeffries, Miss Catherine Jeffries.

ONSLOW COUNTY

Georgetown High School

Mrs. Viola K. Speller, Mr. J. W. Broadhurst, Mrs. A. K. Broadhurst, Mrs. Alice B. Kerr, Mrs. Frances M. Bell, Mrs. Josiephine Thompson, Miss Susie R. Hammonds, Miss Ruth Lee Mason, Miss Allegra Westbrooks, Miss Alma M. Harris, Mr. S. R. McLendon.

Onslow County Unit

Miss Carrie Mae Holmes, Mrs. Agatha G. Lavender, Mrs. Helen A. Pollock, Mrs. Daisy M. Dafford, Miss Mary Newby, Miss Willie V. Skinner, Mrs. William James, Mrs. A. G. James, Mrs. Georgie Fonville, Mr. Louis Parker, Mrs. Eliza Stanford, Miss M. Lydia McRae, Mr. D. W. Holt, Mr. Elijah Wells, Mrs. Ruby P. McDowell, Mrs. Julia R. Wilson, Mr. W. F. Marshburn, Miss Ethel V. Davis, Mrs. Nettie V. Hardison, Mrs. Dorothy H. Newby, Miss Lillian L. Parker, Miss Phylis J. Parker, Miss Hazel E. Mattocks, Miss Willie Louise Blount, Miss Annie Ruth Graham, Miss Gladys Banks.

ORANGE COUNTY

Orange County Training School, Chapel Hill

Miss Olivia E. Waddell, Mrs. Corine Humphrey Harris, Miss Pearl Smithwick, Miss Josephine Jones, Miss Sibyl L. Haile, Miss Margaret V. Sawyer, Mrs. M. N. Snipes, Miss Leola C. Bettis, Miss Maudelle J. Scarlett, Miss Eleanor Sellers, Miss Esther E. Brown, Miss Ruth Pope, Mrs. Catherine Caldwell Stanback, Mrs. Evelyn S. Ragsdale, Mr. H. M. Holmes.

Orange County Group

Mr. J. R. Smyre, Mr. J. J. Scarlett, Miss P. Stevens, Mrs. N. B. Hester, Miss E. Collier, Mrs. R. E. Holloway, Miss Bertha Turner, Miss E. Carroll, Miss M. L. Hearn, Mr. C. E. Hester, Mrs. Hassie Brooks, Miss Lara Van Hook, Miss E. M. Stanfield, Miss M. L. McAdoo.

PAMLICO COUNTY

Pamlico County Training School, Bayboro

Miss Nyna O. Maye, Miss G. B. Murphy, Mrs. M. D. Baker, Miss Dominon M. Wilson, Miss Charlotte M. Lee, Miss Lula A. Dixon, Miss Rosetta J. Ellison, Mr. L. H. Davis, Miss Ruth G. Thompson, Mr. W. H. Patillo, Miss E. S. Hill, Miss Mary Hester Livas, Mr. W. H. Bryant, Mrs. R. M. Pattillo, Miss Beatrice L. Hines, Mrs. H. V. McDonald, Miss Ethel L. Moore, Miss Viola Randall, Miss Sadie Janet Robinson.

PASQUOTANK COUNTY

State Teachers College

President H. L. Trigg, Miss Evelyn B. Pope, Mr. M. J. Whitehead, Mr. E. R. Williams, Mr. E. J. Keith.

PENDER COUNTY

BURGAU HIGH SCHOOL

Prof. C. F. Pope, Mr. Richmond Carr, Mr. John E. Dixon, Mr. Bobbie L. Dunn, Mr. Adolphus Woodhouse, Mrs. Janie M. Hines, Mrs. Clara W. Moore, Mrs. Carrie Bell Bridges, Miss Julia Ernestine Smith, Miss Frances L. Murray, Miss Mildred C. Moore, Miss Flonnie K. Sharpless.

Pender County Training School, Rocky Point

Prof. J. T. Daniel, Mr. S. C. Anderson, Mr. J. R. Moore, Mr. H. M. Bass, Mr. Joseph O. Lowery, Mr. J. C. Hasty, Mr. Spurgeon Ellington, Mrs. L. B. Daniel, Mrs. Venetta W. Anderson, Mrs. H. V. Gattison, Mrs. Anna C. Williams,

Mrs. Mamie Harris, Mrs. Lillian J. Adam, Mrs. Daisy Ford Malloy, Mrs. Cora P. Ringer, Miss Bertha A. Martin, Miss Eleanor Moore, Miss Florence W. Kelly, Mrs. Lillian P. Shaw.

Pender County Rural Group

Miss Sadie E. Ringer, Miss Sarah E. Dick, Miss Mattie L. Fikes, Mrs. Carrie S. Ballard, Mrs. Alice Smith Livas, Mrs. Lillie W. Kenan, Mrs. Ludie Dixon Washington, Mrs. Rebecca S. Dockery, Mrs. Mollie Holmes, Mrs. Lillie M. Billinglee, Mrs. Margaret B. Loftin, Mrs. Helen Hall, Mrs. Helen S. McIntyre, Miss Valdosia G. James, Miss Sadie A. Williams.

PERSON COUNTY

County Group

Miss Mary L. Johnson, Mrs. A. W. Jones, Mrs. O. B. King, Miss Ellen Lowrance, Mrs. Cora Lytle, Mr. Clarence Lytle, Mrs. Lucy Mason, Miss Clara P. Mitchell, Miss Willie Roberts, Mrs. Laura H. Schooler, Miss Etek Tuck, Miss Pauline Tuck, Mrs. Mary Thomas, Rev. G. W. Thomas, Mrs. Rosetta V. Thompson, Miss Lottie Villines, Rev. A. B. Whitlock, Mrs. Pearl Nelson, Miss Willie Villines, Miss Sadie F. Villines, Miss Lucy Brooks, Mrs. P. H. Pittman, Miss Augusta Graves, Miss Louise Allen, Miss Missouri Allen, Mrs. Iris Woods Baird, Mrs. Alice Brooks, Miss Grace Brooks, Mr. E. W. Brooks, Mrs. Wilma B. Brooks, Miss Vivian Burton, Mrs. Rosalia Clay Dixon, Mrs. Sadie R. Dunn, Mrs. Mabel Brooks Gerst, Miss Luella Gilmore, Mrs. Monnie H. Glass, Mrs. Addie Graves, Mrs. Lillie D. Harris, Rev. O. W. Hawkins, Miss Lucy Hester, Miss Elma Hester, Miss Ruth Jeffers, Mr. R. W. Hairston, Miss Matrice Woods.

Person County Training School, Roxboro

Mr. H. L. Price, E. T. Brooks, L. W. Brooks, M. V. Brooks, P. E. Burton, J. W. Davidson, R. J. Douglas, Jr., A. B. Ford, H. H. Fountain, V. L. Garris, M. M. Graves, B. L. Harris, M. U. Harris, E. D. Hester, R. T. Hester, F. S. Humphrey, S. Jeffers, A. W. Jones, J. C. Owens, B. E. Saunders, L. A. White, P. A. Williamson.

PERQUIMANS COUNTY

County Training School, Winfall

Mr. K. A. Williams, Mr. E. L. Fair, Mr. R. L. Kingsbury, Miss L. H. Riddick, Mrs. I. E. Rogerson, Mrs. P. E. Bembry, Mrs. W. D. Williams, Mrs. L. C. Perry.

County Group

Mrs. M. E. Blanchard, Mrs. Lura M. Lowe, Rev. A. J. Jordan, Mrs. Isetta Hollowell, Mrs. Mary E. Newby, Mrs. Evora Newby, Mrs. Annie Simons, Miss Mary E. Sumner, Miss E. C. Nixon, Mrs. Salonia Brothers, Mrs. Dixie Brothers.

Hertford High School

Mr. W. J. Thompson, Mr. W. R. Privott, Mr. F. B. Holly, Mrs. J. L. Privott, Mrs. J. S. Thompson, Mrs. G. B. Lowe, Mrs. A. H. Eason, Mrs. I. B. Dail, Mrs. Eliza Perry, Mrs. A. M. Kingsbury, Miss Minnie Felton.

PITT COUNTY

Pitt County Training School, Grimesland

Mrs. C. C. Chance, Miss Bettie Savage, Miss J. M. Jones, Mr. J. W. Maye, Miss Beulah Bowers, Miss M. J. Kelley, Mr. K. M. Keyes, Mrs. E. D. Daniels, Mr. O. A. Dupree, Mr. H. C. Barnhill, Mrs. Martha Wyche.

Bethel High School

Mrs. E. S. Lloyd, Mrs. M. T. Carraway, Mrs. N. B. Welch, Mrs. A. F. Spence, Mrs. T. M. Grimes, Mrs. P. C. Ward, Miss L. M. Garrett, Mr. J. H. Carraway, Mr. J. R. Lowry, Mr. M. A. Nimmo.

Greenville High School and Grammar Schools

Mrs. Madge B. Allen, Mrs. Annie H. Armstrong, Mrs. Faison C. Artis, Miss Doris M. Bell, Mr. Chester L. Bradley, Miss Lena O. Bradley, Mrs. N. W. Cherry, Mrs. D. R. Daniels, Mr. W. H. Davenport, Miss Bertha C. Donnell, Prof. Charles M. Eppes, Miss Lottie L. Gray, Miss Madeline T. Harris, Miss Cora M. Haith, Mr. H. M. Jenkins, Miss Ruth E. Johnson, Miss Dolie A. Keyes, Miss A. Louise Morgan, Mrs. O. B. Myers, Mrs. E. P. Norris, Mrs. R. E. North, Mrs. M. B. S. Parker, Miss Flora A. Phillips, Miss Sadie I. Sauter, Mrs. L. S. Simmons, Miss Lena V. Smith, Mrs. L. Taylor, Mrs. M. G. Thompson, Mrs. Minnie P. Turner, Mr. Arthur B. Williams, Miss E. Engelhardt Williams, Mrs. Council V. Chase.

Pitt County Group

Mrs. Hattie G. Thompson, Mrs. Ethel W. Hebron, Miss Henrietta King, Miss Lillian Alexander, Mrs. M. T. Burney, Miss Stella Mae Dixon, Mr. Albert C. Hill, Miss S. A. Phillips, Mrs. L. B. Coburn, Mrs. Gertrude Hill, Miss Harriet

B. Holly, Mr. F. M. Kennedy, Mrs. Pearl Gardner, Mr. Matthew Lewis, Mr. Johnnie B. Young, Mr. A. C. Brooks, Mrs. Eva P. Jones, Miss Sadie B. Savage, Miss Acquilla Jenkins, Mrs. Laura Carr, Mrs. Selena Lang, Rev. E. S. Parker, Mrs. Fanny Parker, Mrs. M. K. Strong, Mrs. Winnie Godette, Miss Eva T. Maye, Mr. I. A. Artis, Mrs. Lillian Artis, Mrs. Halse M. Caraway, Miss Mamie Moye, Mrs. Dora M. Tillett, Miss I. M. Donnell, Mr. C. C. McGlone, Mrs. Elizabeth McGlone, Miss Christine Payton, Mr. C. A. Winslow, Mr. C. L. Bimbry, Miss Rosa L. Harris, Miss Annie Ruth Ebron, Miss Cherry Bell, Mr. C. M. Suggs, Mrs. Maggie Woodard, Miss Rosa L. Hopkins, Mrs. Ada Suggs, Miss Mamie E. Carney, Mrs. Hattie Forbes, Miss Zenobia Turnage, Mrs. Mary L. Newton, Mrs. Martha Jones, Mrs. Martha Boyd, Mr. W. R. Whitfield, Miss Evelyn Harris, Mr. Lafayette Williams, Mr. Herbert Skinner, Miss E. G. Wiggins, Mr. W. H. Robinson, Mr. C. M. Anderson, Mrs. Ellen Anderson, Mrs. Anna Mason, Miss Viola Fields, Mrs. Ellen B. Gorham, Mrs. Beatrice Newell, Mrs. M. L. Blount, Mrs. B. M. Chance, Miss E. J. Timmons, Mr. H. R. Reeves, Mr. J. W. Ormand, Mrs. Josephine Reeves, Mrs. Ellen Chadwick, Mr. G. R. Whitfield, Mr. M. L. Rountree, Mr. S. A. Bowe, Mr. L. H. Mosely, Miss Melba McKinney, Mrs. Turetha Vines, Mrs. C. T. Mosley, Mrs. Flora L. Price, Miss Dicy Willoughby, Mr. E. A. Elliott.

POLK COUNTY

Mr. W. M. Massey, Mrs. Della Davenport, Mrs. Sadie McEntire, Mr. Louis W. Thompson, Mrs. Lula M. Jackson, Mrs. Regina Patton, Miss Prine Wiggins, Mrs. O. C. Rutherford.

RANDOLPH COUNTY

Mrs. Elizabeth Scotton, Miss Mary Harrison, Mrs. Flossie Brewer, Miss Ethel Green, Mr. C. A. Barrett, Mrs. Hattie W. Finney, Miss Effie Hill, Mrs. O. C. Leach, Mrs. A. W. Cole, Miss Ruth Franks, Miss Adelaide Hendricks.

ROBESON COUNTY

Robeson County Unit

Miss A. V. Beattie, Mrs. Maggie Brewington, Mrs. Bess C. McNair, Mrs. Martha Merrick, Mrs. Amy Crawford, Mr. H. E. Jones, Mr. J. O. Scipio, Miss Jessie M. Cooper, Miss Beatrice McCallum, Mrs. P. P. Johnson, Miss J. C. Newkirk, Miss E. L. Powell, Mr. L. V. Jones, Miss Annie Phillips, Mrs. Zilphia McNair, Miss Emma Speller, Mr. J. F. Lessane, Mrs. J. F. Lessane, Mr. Edward Mosley.

Southside High School

Mr. W. J. Cochran, Mr. A. L. Smith, Mr. J. L. Jones, Miss Mattie M. Bacchus, Miss W. B. Plair, Miss Rosa Pettice, Miss Odell Cunningham, Miss Eleanor McAllister, Miss Oletia Jones, Mrs. Pearl Moore, Mrs. Ethel T. Hayswood, Miss Emma Speller.

Lumberton City Schools

Dr. W. H. Knuckles, Mrs. Katie B. Anderson, Mrs. C. Spearman, Mrs. Inez McNeill, Mrs. George Anna Little, Mrs. Catherine McMillan, Mrs. Mary R. Pope, Miss Ura Lee High, Miss Annie L. Howard, Miss Maggie McLeary.

Redstone High School

Mrs. Jennie E. Allen, Mrs. Maggie B. McLeod, Mrs. Minnie L. Morrissey, Mrs. Atlanta B. Lewis, Mrs. Alice M. Bryan, Mrs. Isadore Spearman, Miss Fleming Cade, Miss Elizabeth S. Smith, Miss Vivian J. Harris, Miss Anne R. Collins, Mr. Wm. McNeill, Mr. J. H. Hayswood.

St. Pauls High School

Mr. J. E. Bryan, Mr. R. J. DeVone, Mrs. H. H. Wactor, Mrs. Megie C. Green, Mrs. Mildred A. Houston, Mrs. Sadie M. Currie, Mrs. Hattie McKoy, Miss Nannye M. McCoy.

Robeson County Training School, Maxton

Mr. R. B. Dean, Miss E. R. Hairston, Miss L. M. Hayes, Miss E. C. Holloway, Miss Jeneva Joyce Holmew, Miss Loleria T. Martin, Miss Jean Moore, Mr. W. T. McAlister, Miss Christabel L. McKoy, Mrs. Cora Lee McNeill, Miss Sadie Oene McKean, Mr. S. B. Peace, Miss A. O. Rogers, Miss E. M. B. Spivey, Mr. Fred L. Truesdale, Miss L. M. McMillan.

Hilly Branch

Miss A. M. Wharton, Miss R. P. Williams, Mr. S. L. Allen, Mr. S. P. Woodard.

Rosenwald School, Fairmont

Mr. H. J. Hayes, Mr. J. A. Christian, Miss W. A. Carter, Mrs. E. A. Ford, Mrs. C. H. Pittman, Mrs. B. H. McGee, Mrs. M. McKellar, Mrs. H. M. Alston, Mrs. N. B. McKay, Mrs. E. G. Bradshaw, Mrs. A. G. Spencer, Mrs. E. P. Peace, Mr. L. E. Spencer, Mrs. E. S. Cunningham.

Red Springs High School

Mr. J. T. Peterson, Mrs. K. M. Peterson, Miss G. E. Lomax, Miss M. V. Jackson, Miss A. DeVane, Mrs. P. J. Davis, Mrs. P. V. Graham, Miss E. E. DeVane, Miss M. S. Grier, Mrs. Z. L. DeVine, Mrs. E. C. McNeill, Miss M. J. Long, Mr. D. A. Garner.

RICHMOND COUNTY

Capital High Way High School, Hamlet

Miss S. E. Richardson, Mrs. Carrie J. Lawson, Miss C. L. Harris, Mrs. L. S. Robinson, Mrs. V. D. McEachern, Miss G. C. Wyatt, Miss Roberta McNeill, Mr. Roland D. Clark, Mrs. F. P. Mask, Miss Jessie Eaton, Mr. Rufus Parrish, Jr., Mr. J. H. Cobb, Mrs. A. T. Nelson, Mr. F. W. Douglas, Mrs. I. M. Douglas, Mrs. Alma G. McRae, Mrs. Bernice Lassiter, Mr. E. E. Henry, Mrs. Roy Mae McEachern, Mrs. A. F. Hailley Dougherty, Mr. J. W. Mask, Jr., Miss Tereoe Martin.

Hoffman School

Mr. A. W. Perkins, Miss Susie P. Arrington, Miss L. A. Byrd, Miss Theola Bethea, Mrs. Bettie T. Gaskins, Mrs. Elizabeth J. Perkins.

Ellerbe High School

Miss N. L. Kelley, Miss M. D. Williams, Mrs. P. C. Wall, Miss F. E. Golden, Miss A. A. Moore, Mrs. H. U. Easterling, Mr. S. B. T. Easterling.

Rockingham High School

Miss L. J. Wall, Mrs. C. N. Hodge, Miss W. M. Hines, Miss E. C. McLean, Mrs. D. C. Price, Mrs. A. S. Williams, Mrs. W. H. Collier, Miss L. B. Gordon, Miss V. E. Wall, Miss V. N. Price, Miss D. B. Howze, Mr. H. H. Hill, Mrs. O. M. Sawyer, Mrs. E. E. Williams, Mr. J. O. Johnson, Mrs. S. O. Johnson, Mrs. A. H. Ellerbe, Mrs. E. M. Caldwell, Mr. J. M. Hodge.

Richmond County Unit

Miss Bostic, Miss Covington, Miss Dollie Hill Davis, Mrs. Nettie H. Townsend, Miss A. L. Foreman, Mr. Charles Stevenson, Mr. F. Martin, Miss Theopila Ledbetter, Mr. T. F. Estes, Mrs. Mary S. Spencer, Mrs. Mary L. Gordon, Miss Edna Wall, Mr. W. C. Ellerbe, Mr. T. H. Williams, W. A. Gray, Miss C. I. Fort.

ROWAN COUNTY

Livingstone College

Prof. I. H. Miller, Mr. S. E. Barnes, Mr. A. Bohanon, Mr. V. W. Byas, Rev. J. A. Clement, Mr. H. O. Coke, Mrs. Anne S. Drew, Mr. F. D. Drew, Miss Julia B. Duncan, Miss Carolaease Faulkner, Mr. S. W. Garlington, Mr. W. H. Hannum, Mrs. Thelma C. Lash, Miss Lottie M. Lyons, Miss Lucille C. Mills, Mr. H. T. Pinkett, Rev. J. H. Satterwhite, President W. J. Trent, Mr. F. D. White, Rev. W. Q. Welch, Mr. C. W. Wright.

Price High School

Mrs. Abna A. Lancaster, Miss Alta Clark, Miss Marie Weeks, Miss Mildred Jordan, Miss E. Beatrice Riggs, Mr. D. B. Delaney, Mrs. G. C. Teamer, Mrs. Nannie Lash, Miss Ruth Miller, Mr. O. C. Hall, Mr. L. H. Hall, Mr. S. W. Lancaster.

Monroe Street School

Miss Annie R. Lowery, Mrs. Marie A. A. Davis, Miss Willie Mae Clingan, Mrs. Beulah R. Gibson, Mrs. Florence J. Harris, Mrs. Nonie S. Johnson, Mrs. Rose R. Johnson, Mrs. Adeline C. Jones, Mrs. Laura I. McKay, Miss Calli Montgomery, Miss Lottie Mae Smith, Miss Vina E. Wilson, Mrs. Lethia W. Nicholson.

Lincoln School, Salisbury

Miss Josephine Thiridgill.

Rowan County Group

Mrs. Maidie R. Gibson, Mrs. Makepeace Long, Mrs. Adelaide Carson, Mrs. Odessa C. Carr, William Wyatt, Mrs. Lillian G. Wilson, Claudia C. Boyden, Constance Little, Isaiah McClain, Mrs. Winifred Parker Poe, Mrs. Willie E. Davis, Beatrice Powe, Maggie L. Knox, Thomas Powe, Margaret Houston, Corinne F. Tutt, Ollie Lee Carr, Mrs. Mary Perkins Biggers, Mabel E. Payden, Laura Miller Moore, Geneva Oglesby, Anna V. Clark, Winema Campbell, William Watson, Robert E. Dalton, M. W. Vails, Helen Whisonant, Richard McMullen, Mrs. Willie Payne, Mrs. Zelma Draine, Mrs. Lossie A. Weldon, Mrs. Margaret Dalton, Novella Chambers, Mrs. Lena B. Duncan, Mrs. Sadie Fair, Pauline E. Bennett, Mabel Irene Kelly, Hazel Craig, A. B. Buford, Ada Mae Smith, Mrs. Annie Belle Wilson, Annie B. Parker, Mrs. Rose D. Aggrey, M. E. Gibson, Thelma Christmas, Myrtle Peak, Portia K. Barfield, Mrs. Bessie W. Smith, Rosebud Aggrey, Mrs. Gladys V. Lewis, Alma Ross, Anne Miller, Isaac H. Miller, Mrs. Sallie B. Robertson, Edward G. Ellis, Essie Simpson Goudelock, Robert L.

Long, Mrs. Edmonia Hall, Mrs. Berthenia A. Gibson, Mrs. Cora Knox White, Lillian Dancy Reid, Mrs. Mamie Todd, Mrs. Lillian Evans, Mrs. Mary J. Ramseur, Rosalie Wyatt, Katie Massey.

ROCKINGHAM COUNTY

Madison High School

Mrs. Josephine B. Holt, Mrs. Nellie H. DeBerry, Mrs. Mary C. Hairston, Miss Mattie C. Houston, Mrs. Gertrude C. Chapman, Miss Catherine Farrington, Miss Johnnie Pass, Miss M. Craver, Mr. Garland B. Bass, Mr. John Dillard, Mr. Charles U. DeBerry.

Douglass High School, Leaksville

Mrs. E. B. Barnhill, Mrs. B. M. Boyd, Mr. C. H. Coleman, Mr. J. D. Chalmers, Mrs. Ibra Davis, Mrs. R. N. Fisher, Mrs. A. M. Fitch, Miss M. A. Johns, Miss E. M. Johnson, Miss M. M. Jordan, Mr. W. F. Jordan, Mrs. Anita Hairston, Mrs. A. M. Long, Mrs. P. S. Pearce, Miss Adele Pickard, Mrs. B. H. Puryear, Miss M. E. Roberts, Mrs. O. R. Simpson, Miss E. T. Thomas, Miss L. M. Ward, Mrs. Lottie Whitsett, Miss Consuella Williams, Miss Sara Williamson, Dr. L. E. Boyd.

Rockingham County Rural Schools

Miss Ethel Lee Hamlin, Miss Mary E. Stuart, C. L. Richardson, Mrs. Maggie Richardson, John W. Ligon, Miss B. A. Franklin, Mrs. Lillie K. Dobbs, Mrs. Alice D. Hall, Mrs. Julia T. Mullins, Mrs. Alverta W. Crisp, Miss Emmy Walker, Mrs. Velma J. Neal, Mrs. Lester O. Montgomery, Marion S. Johnson, Mrs. Willie P. Price, Mrs. Fannie N. Blackstock, Miss L. Helen Walker, Mrs. Jannie H. Walker, T. W. Martin, Mrs. Carolyn Martin, Miss Blanche King, Mrs. Annie M. Vaughn, C. C. Watkins, Mrs. Abigail Hayden, Mrs. Nannie Thomas, Mrs. Mary Peoples, Miss Pearl L. Allen, Edward L. Price, Mrs. Anna D. Foye, Mrs. Carrie McCallum, Mrs. Leona Martin, Miss Willie Lindsay, Mrs. Annie S. Noble, Miss Willette Townes, R. L. Hannon, W. M. Fowlkes, Mrs. Ida Washington, Miss Jessie Fowlkes, Mrs. Nellie G. Neal, Mrs. Lillie G. Neal, Mrs. Margaret Watkins.

RUTHERFORD COUNTY

Grahamtown High School, Forest City

J. O. Gibbs, Ralph C. Gingles, Jenny S. Scales, Margaret B. Chambers, Henrietta I. Twitty, Emory Ramseur, Minnie D. Gibbs, Mary C. Fisher, Thelga Scarlett, Margaret Patton.

New Hope School

Mrs. H. C. Walker, Miss M. E. Joyner, Mrs. L. R. McDougle, Mrs. A. R. Welman, Mrs. E. F. Avery, Miss T. N. Miller, Mrs. M. T. Carpenter, Mrs. A. K. Thornton, Miss D. E. Moore, Miss Q. E. Palmer, Mr. V. C. Ramseur, Prof. C. A. McDougle.

Union Mills School

Mr. L. C. Meacham, Mrs. L. M. Meacham, Miss F. R. Mills, Miss Antionette Bailey.

Rutherford County Group

Virginia C. Henry, Eleanor W. Burton, L. T. Holland, Mary L. Miller, Ruth D. Twitty, Leola D. Watson, P. W. Weldon, Kathleen Costner, Willie Burton, Edna Logan, M. B. Hoyle, Edna Freeman, Lottie M. Logan, Bertha L. Plummer, Miss Lottie L. Daniels, Mrs. Fannie W. Carnegie, Mrs. Noreen F. Russell, Miss Wilma F. Beebe, Mrs. Mary S. Gardner, Miss Fannie Watkins.

SCOTLAND COUNTY

Miss Hazel McRae, Mrs. A. G. Carpenter, Prof. J. T. Speller, Mrs. R. C. McDowell, Miss Edith Troy, Rev. Sandy McIver, Rev. W. F. Carlson, Mrs. Ethel Ford Perry, Mr. George A. Page, Mrs. Thelma McCoy, Mrs. E. S. Carlson, Mr. Milton Gaine, Mr. I. Ellis Johnson, Mr. J. C. Melton, Mrs. V. T. Lane, Mrs. O. S. Smith.

STANLY COUNTY

County Group

Mr. S. S. Carpenter, Mrs. S. S. Carpenter, Miss Edna Everette.

Kingsville School, Albemarle

Mrs. C. A. Whittaker, Mrs. H. C. Gore, Mrs. G. C. Rush, Miss L. J. Falld, Mr. R. W. Kiser, Mr. A. S. Coles, Miss Christine Clark, Miss R. P. Sizemore, Mr. H. C. Gore, Mrs. P. Peddy Baerger.

SURRY COUNTY

Mt. Airy City Schools

Mr. L. H. Jones, Miss G. I. Jones, Miss O. E. Jones, Miss T. W. Stiles, Miss W. E. DeLaine, Mr. Chester Bright, Miss L. A. Johnson, Miss F. M. Oakley, Mrs. P. M. Cunningham, Miss Emma Galloway, Miss M. L. Vick.

Surry County Schools

Mr. Rufus Luck, Mr. F. D. Davis, Mr. Robert Caesar, Mrs. Lola C. Morgan, Miss Julia A. Cox,

Mrs. Lillie C. Hairston, Mr. Gilmer Franklin, Miss Margaret F. Ridley, Mrs. L. S. Abernethy.

SAMPSON COUNTY

City Schools, Clinton

Prof. D. A. Thomas, O. E. Lilly, P. L. Thomas, H. B. Lucas, S. N. Merritt, H. L. Forbes, Miss Katy A. Hodges, Mrs. Bessie J. Thomas, Miss Ida E. Stephens, Miss Nannie M. Jenkins, Mrs. Irene Hill, Mrs. Essie M. Moore, Miss Helene E. Davidson, Miss Frances E. Johnson, Mrs. Sarah L. Small, Mrs. Estelle H. Sampson, Miss Juanita V. Elliott, Miss Lula S. Summerville, Miss Frances M. Owens, Miss Catherine M. King, Mrs. Estelle D. Foster, Mrs. Carolyn D. Vaughn.

Sampson County Unit, Rural

Mrs. Daisy B. Adkins, Mrs. Maggie M. Allison, Robert Anders, Miss Vinilla Ashford, Miss Maggie Bell Barnes, Miss Ada G. Battle, Miss Mildred P. Beam, Mrs. James H. Bennett, Mrs. Mary N. P. Bennett, Mrs. Mary E. Berry, Mrs. Claytie P. Blackman, Miss Annie Lou Boykin, Mrs. Estelle W. Boykin, Mrs. Janie M. Boykin, Mr. J. V. Boykin, Miss Mary E. Boykin, Wilbert L. Boykin, Mrs. Estelle B. Brown, Miss Jeddie O. Bryant, Miss Margaret S. Butler, Mrs. Daisy H. Caldwell, Mrs. Blonnie B. Carr, Mrs. Eula N. Carr, Mrs. Mattie J. Cobb, Mrs. L. B. Coley, Mrs. Rosa W. Cooper, Mrs. Elvie M. Culbreth, Miss Mary B. Davis, Mr. Cato C. DeVane, Miss Eva M. DeVane, Mr. W. K. DeVane, Miss Lillie Mae Caldwell, Mr. Woodrow W. Carr, Mrs. Ernestine Faison, Mrs. Mamie McL. Faison, Mr. Frank Faison, Jr., Miss Cornelia Fennell, Mrs. Mary A. Fennell, Miss Mae G. Fennell, Mrs. Arlethia B. Graham, Mrs. Essie W. Graham, Mrs. Flora DeVane Grantham, Miss Anna F. Herring, Miss Naomi Herring, Mrs. Juanita H. Hill, Rev. J. M. Holmes, Miss Lena Mae Johnson, Mrs. Katie B. Jones, Miss Martha A. Kelley, Mrs. Callie D. Kirby, Mr. J. I. Kornegay, Rev. P. M. Lee, Mrs. Hattie B. Matthews, Reva Mae Matthews, Mrs. Allie S. Mathis, Miss Rebecca E. McLaurin, Mr. Willie M. McLean, Miss Annie Ruth McCoy, Miss Wilma McCoy, Mr. Albert F. Melvin, Mrs. Laddie B. Melvin, Mrs. Mae B. Melvin, Mrs. Lillie B. Merritt, Mrs. Sadie H. Merritt, Miss Lettie Mitchell, Mrs. Estelle R. Mitchell, Mrs. Josie B. Moore, Mrs. Gertha C. Murphy, Miss Betsey M. Perry, Rev. Charles Perry, Mrs. Emma Perry, Mrs. Isabella Peterson, Miss Macylene Peterson, Mrs. Selena S. Pierce, Mrs. Emma W. Powell, Lila C. Powell, Miss Mabel P. Powell, Mrs. Daisy B. Rich, Mr. David L. Robinson, Mrs. Annie C. Sampson, Miss Fannie W. Sampson, Miss Minnie Lee Sampson, Miss Lettie Mae Sellers, Mrs. Mary C. Smith, Miss Sarah Ann Smith, Mrs. Pauline M. Solice, Miss Mamie Spicer, Mrs. Helen B. Steward, Rev. J. T. Steward, Miss H. Gertrude Summerville, Mrs. Bettie B. Tatum, Miss Lillie F. Trumblefield, Mrs. Eva M. Walton, Miss Rosa B. Webb, Miss Blanche C. Weeks, Mrs. Eva S. Williams, Miss Minnie Williamson, Mr. Peter C. Williams, Mrs. Effie B. Wright, Mr. Francis E. Wright, Mrs. Maggie Ireland, Miss Lattie Gordon, Mrs. D. Hairston.

STOKES COUNTY

Walnut Cove School

Miss Flora B. Diggs, Mr. A. D. Powell, Mr. D. Synette, T. L. Williamson, Mrs. Sallie H. Joyce, Mrs. Kathleen J. McClary, Mrs. Ethel M. Lewis, Miss Catherine B. Goolsby, Mrs. Cora L. Hairston, Mrs. Chissie M. Tolliver, Mrs. Mary J. Scales, Mr. W. G. Hairston.

TYRRELL COUNTY

Columbia High School

Mr. S. P. Dean, T. E. Jones, Mrs. B. C. Grinnell, Miss Lila B. Jones.

UNION COUNTY

Winchester Avenue High School

Mr. W. E. Knight, Mr. J. W. Graham, Miss L. B. Ray, Miss Mary Holt, Miss A. H. Williams, Mrs. L. C. Cret, Mrs. M. T. Lawson, Miss W. B. Johns, Miss H. N. Dawson, Mrs. E. M. Carter, Mrs. M. L. Oglesby, Mrs. P. M. Barbour, Mrs. M. A. Simpson, Mrs. D. E. Simons, Mrs. E. M. Alston, Miss A. A. Chresfield, Miss V. M. Perkins, Mr. P. W. Baucum.

VANCE COUNTY

Central High School, Henderson

Mrs. I. B. Hawkins, Mrs. G. L. Ward, Mrs. M. L. Poole, Miss Perline Brame, Miss Estelle Nichols, Miss S. P. Eaton, Mrs. Jamesena Smith, Mrs. J. F. McKesson, Mrs. M. J. Hight, Mrs. M. S. Williamson, Miss Johnnie J. Young, Mrs. T. S. Eaton, Mrs. R. H. Yergan, Miss V. O. Steele, Mrs. Josephine Yarborough, Mrs. A. R. Bullock, Mrs. L. G. Jordan, Mrs. M. L. Harris, Mrs. Mary A. Eaton, Mrs. Mary Ida Stamper, Mrs. L. M. Parham, Mr. E. D. Johnson.

Henderson Institute

Mrs. M. V. Bryant, Mr. G. T. Robinson, Miss

R. F. Reaves, Miss V. B. Cooper, Miss Cleo Peoples, Miss Irene Parham.

Vance County Unit

Miss Melvina Simon, Mrs. Flossie K. Amos, Mr. R. H. Anders, Miss Elizabeth Brame, Prof. C. C. Jones, Mrs. Elnora R. Brown, Mrs. Edna E. Bryant, Miss Esther E. Bullock, Mr. R. D. Bullock, Mrs. Ethel H. Clements, Miss Lucy A. Eaton, Miss Mary Evans, Miss M. L. Foster, Miss Annie Barnes, Miss Jennie V. Greene, Miss Elizabeth Harris, Miss Maggie L. Harris, Mrs. Henrietta C. Hatton, Mr. Asker D. Hawkins, Miss Annie M. Henderson, Mr. A. A. Lane, Mr. P. H. Lewis, Mrs. Sarah F. Lewis, Mrs. Lillie E. Markham, Mrs. Rosetta Mason, Mrs. Gladys C. Massenburgh, Miss Mamie I. Mills, Miss Mary V. Mitchell, Miss Mabel L. Pailin, Miss Maggie C. Tucker, Miss Merlyn Weeks, Mr. W. L. Williams, Mrs. Cassie A. Wright, Mrs. A. M. Gill Wyche, Miss Mabel Wyche, Mrs. Lelia B. Yancey, Rev. C. H. Williamson, Miss Alice Green, Mr. J. A. Faulkner, Miss Anril Lewis.

WAKE COUNTY

Washington High School, Raleigh

Miss X. M. Allen, Miss M. B. Bugg, Mrs. J. M. Clanton, Mr. G. V. H. Collins, Miss I. M. Evans, Mrs. A. W. Franklin, Mrs. G. E. Harris, Miss J. Hicks, Mr. M. C. Hill, Mrs. C. B. Hunt, Mr. H. T. Johnson, Mrs. E. M. Kelly, Mrs. F. V. Latham, Mr. J. C. Livingston, Mr. J. L. Levister, Miss E. M. Lexing, Miss M. E. Ligon, Mr. M. H. Norman, Mrs. L. F. Perrin, Mrs. A. E. Perry, Mrs. S. V. Perry, Mr. W. W. Smith, Mrs. M. H. Sills, Mr. H. Toole, Miss E. M. Yergan, Miss A. C. Herndon, Mr. M. W. Fisher.

Washington Elementary School, Raleigh

Mr. M. W. Akins, Mrs. M. E. Akins, Miss H. B. Davis, Mrs. L. P. Eaton, Mrs. N. W. Fuller, Miss O. W. Hayes, Miss M. Y. Hayes, Miss P. M. Love, Mrs. F. P. Maye, Mrs. M. T. McIver, Mrs. I. M. Mitchell, Miss N. H. Morgan, Mrs. A. P. O'Kelly, Mrs. C. M. Prather, Mrs. G. Y. Reid, Miss F. J. Sims, Mrs. K. L. Thomas, Miss L. R. Williams, Mr. P. H. Williams, Mrs. E. P. Wiley, Mrs. G. P. Brown.

Garner School

Prof. Charles Albert Marriott, Mrs. Beulah Walker Glover, Miss Elizabeth Mae Jordan, Mrs. Louise Hinton Lynch, Mr. Sidney Rojia Singletary, Mrs. Effie Hall Ballentine, Mrs. Katie Magnolia Haywood, Mr. Arthur Allen Jones, Miss Iris Birdman Lane, Mrs. Len-Nola McClain, Mrs. Bessie Walker Moore, Mrs. Anna Dunston Starling.

Lucile Hunter School, Raleigh

Mrs. Julia A. Williams, Mrs. C. B. Ligon, Mrs. M. R. Roberts, Mrs. L. M. Bryant, Mrs. C. J. Wortham, Miss R. G. McCauley, Mrs. A. E. Somerville, Mrs. Gela Harris, Mrs. Ethel H. Hunt, Mrs. Ora B. Hardie, Mrs. Marion Easterling, Mrs. Augusta A. Gray, Mrs. H. T. Mitchell, Mrs. H. J. Stredwick, Mrs. Alice C. Jones, Mrs. Eliza A. Davis, Miss Dorothy Lane, Miss Mary Phillips, Mrs. Nan P. Frazier, Mrs. D. B. Evans, Mrs. A. G. Logan.

Apex Elementary School

Mrs. Sadye E. Baldwin, Mrs. Ethel P. Beasley, Mrs. Bessie O. Blue, Mrs. Lizzy Dee Brandon, Miss Louise Cain, Miss Eula Iola Haywood, Miss Ethel Johnson, Mrs. Mabel M. Matthews, Mrs. P. A. Williams, Mr. P. A. Williams, Miss Mary E. Harris.

State School for the Blind

Mrs. Mildred Chavis, Mrs. Hattie Edmondson, Miss Augustus Harris, Miss George Hayes, Mrs. Lillian Haywood, Miss Fannie King, Miss Janie Mann, Principal J. W. Mask, Mrs. Bessie Pettiford, Miss Lillian Powell, Mr. S. W. R. Slade.

Shaw University

President Robert P. Daniel, Doctor Nelson H. Harris, Dean John L. Tilley, Mr. Ivan Taylor, Miss B. W. Jones, Mr. H. A. Miller, Mr. J. H. Coleman, Mr. L. W. Addison, Mr. S. A. Barksdale, Miss Florence T. Butler, Miss Marguerite S. Frierson, Mrs. Brenda Y. Jervay, Mr. James E. Lytle, Jr., Mr. H. C. Perrin, Mr. James C. Samuel, Mrs. Minnie D. Turner, Mrs. Susie W. Yergan.

Obertin School, Raleigh

Mrs. Ethel C. Brewington, Miss Gloria C. Kay, Miss Minnie B. Flag, Mrs. Margaret T. Haywood, Miss Amanda B. Rhone, Mrs. Mattie M. Kelly, Miss Margaret R. Harris, Miss Rosabelle E. Manly.

Berry O'Kelly, Method

E. A. Johnson, L. T. Brown, Mrs. M. B. Cooper, Miss L. E. Harris, Geo. W. Lee, Mrs. E. B. Lytle, Mrs. V. C. Moore, W. D. Moore, Miss W. L. Morris, Miss D. R. Jones, Miss E. M. Ligon, Miss A. M. Mangum, Miss Olive Richard, Mrs. M. E. Risby.

DuBois High School, Wake Forest

Mr. L. R. Best, Miss B. V. Banner, Mrs. D. A. Best, Miss E. G. Schmoke, Mr. P. U. Watson, Mr. W. Hurdle, Mrs. B. M. Taylor, Mrs. E. M. Thompson, Miss M. A. Boyd, Miss F. M. Burens, Miss G. Davis, Miss N. B. Moore, Miss B. T. Smith, Miss E. J. Stroud, Miss M. Yeargin, Miss A. Ruffin.

Fuquay Springs High School

Mr. J. S. Davis, Miss B. O. Hawkins, Miss Margaret E. Hall, Miss Lucille H. Jones, Mrs. Margaret V. Turner, Miss Minnie Slocum, Miss Harriet E. Gill, Miss Johnnie L. Daly, Miss Catherine H. Winters, Miss L. P. Atwater, Mrs. S. A. Speed, Mrs. Mary A. Cox, Mrs. Nancy T. Bowens, Mr. James E. Speed, Mr. Joseph C. Atwater, Mrs. Mary E. Mack.

St. Augustine's College

E. H. McClenny, T. Curtis Mayo, Reginald L. Lynch, J. W. Holmes, John Hope Franklin, C. D. Halliburton, Elsie E. Cook, Paul McStallworth.

Crosby-Garfield School

Miss Minnie T. Brooks, Mrs. A. H. Logan, Mrs. A. T. Williams, Mrs. M. A. Gorham, Mrs. G. S. Watts, Mrs. C. T. Prince, Mrs. M. E. Watson, Miss C. E. Christmas, Mrs. M. A. Smith, Miss L. M. Hunter, Mrs. M. A. Dunston, Miss M. E. Elliott, Mrs. M. A. Culler, Mrs. B. A. Leake, Mrs. Olivia E. Nanton, Prof. W. H. Fuller.

Riley Hill School

Mr. George H. Young, Mrs. Cozella R. Hawkins, Mrs. Mary Jones Marable, Miss Lena F. Marriott, Mrs. Mamie N. Perry, Mrs. Irene Clarke Scales, Mrs. Eredena High Young, Miss Clara Celestine Barnes.

Wake County Group

Miss P. E. Perry, Miss Christy Wiley, Miss Pearl Tate, Miss L. G. Campbell, Miss S. B. Shoffner, Miss Pearl Smith, Miss A. T. Webb, Miss Elizabeth Allen, Miss Helen Mack, Mrs. F. F. Coley, Mrs. V. T. Harris, Mrs. A. C. Massenburt, Mrs. Ester Harris, Miss H. Nora Evans, Miss Sara B. Mask.

WARREN COUNTY

Warren County Training School, Wise

Mr. G. E. Cheek, Mrs. M. H. Davis, Mrs. E. C. Bolden, Mrs. A. R. Lane, Miss M. L. Parham, Mrs. M. J. Washington, Mrs. M. L. H. Peede, Mr. R. C. Harris, Miss B. L. Alston, Mr. G. W. Washington, Mrs. S. F. Teale, Mrs. I. J. Bagley, Mrs. M. P. Wynn, Mr. J. L. Bolden, Miss L. P. Davis, Mrs. G. T. Edwards, Mr. W. L. Green, Mr. W. G. Horne, Mr. J. F. Lane, Mr. J. C. Gilmore.

John R. Hawkins High School, Warrenton

Mr. D. M. Jarnagin, Mrs. Annie M. Alston, Miss Nina W. Anthony, Mr. Chas. H. Brown, Miss Hazel V. Clarke, Miss Tenna M. Ellis, Mrs. Annie Ruth Fortson, Mr. H. E. Fortson, Mr. George Green, Mrs. Louise Haywood, Miss Emma V. Hunt, Miss Lula B. Ingram, Miss Carrie Kellogg, Mr. Alonzo T. Kelly, Mr. James H. McDougale, Mrs. Lavine McGrier, Miss Grace Melchor, Mrs. B. H. Peters, Mr. Thomas H. Petteway, Mrs. Esther J. Ransom, Mrs. Isabell J. Scott, Miss Dean Tyson, Miss Lucille S. Whitty, Mr. W. W. Harris, Mr. H. G. Rose.

Warren County Rural Group

Mrs. Flora W. Alston, Miss Rosa E. Alston, Mr. Walter Alston, Mr. McCarroll Alston, Miss Pollie W. Allen, Mrs. Irene P. Alexander, Mrs. Mary L. Arrington, Mrs. Mary J. Batts, Mrs. Esther Branch, Miss Lee Burchette, Miss Mabel Bryant, Mrs. Laura Brown, Mrs. Ida Baskerville, Mr. Jerome Branch, Miss Mary K. Baldwin, Mrs. Ogletree Carroll, Miss Rosa L. Davis, Miss Mary M. Davis, Miss Carrie B. Davis, Prof. R. W. Davis, Mr. C. C. Fitts, Mrs. Katie L. Green, Mrs. Aurelia C. Green, Mrs. Cora D. Harris, Mrs. Edna M. Harris, Mrs. Mary Henderson, Mr. L. B. Henderson, Miss Hattie Ingram, Mr. J. Carter Jones, Mrs. Carrie W. Jones, Mr. Elbert Jones, Miss Mabel Jones, Mr. M. A. Johnson, Miss Bettie H. Jenkins, Miss Hattie J. Kearney, Miss Millie M. Long, Prof. C. I. Martin, Rev. J. E. McGrier, Miss Mary Patillo, Mrs. Mary H. Powell, Mrs. Nevie J. Powell, Mr. James Plummer, Mrs. D. A. W. Pugh, Mrs. Lelia Richardson, Mrs. Enolia L. Streeter, Mrs. M. E. Stroud, Mrs. Lula Sailman, Miss Bettie M. Solomon, Miss Louise Somerville, Miss Virginia Teele, Mrs. Marie H. Thomas, Mrs. Grace B. Turner, Mrs. Pattie G. Tyson, Miss Willie G. Watson, Mrs. Minnie B. Williams, Mrs. Wilhelmina Williamson, Miss Eleanor B. Wright, Miss Lucy Wortham, Mr. P. H. Williams, Miss Eliza Carroll.

WAYNE COUNTY

Dudley School

Edward A. House, Harvey O. Freeman, Ezekiel A. Ancrum, Mrs. Cleo P. House, Mrs. Mabel C. Joyner, Mrs. Vertie Hines, Miss Callie Barnes, Miss Marie V. Washington, Mrs. Mary E. Carter, Mrs. Daisy Hinton, Mr. Wm. Joyner.

Fremont High School

Mr. G. L. Harper, Mrs. E. M. Harper, Miss Anne Q. Dafford, Mr. H. H. Brewington, Miss L. E. Edwards, Mr. W. E. Davis, Miss Lucile Jones, Miss Martha Mathewson, Miss Mable Hill, Miss Lia Newsome, Miss Anne M. Haskins, Miss Elcuse Butler, Miss Janrie G. Slatzer, Miss Pauline Scott, Miss Mary S. Ward, Miss Ida B. Evans, Miss Elnora Kornegay.

Vail District, Wayne County

Miss Fannie M. Staten, Mrs. Annie B. Ward, Mr. J. W. Jones, Miss Annie R. Ward, Mrs. Ara E. Atkinson, Mr. Eugene A. Brown, Miss Mary V. Elliott, Miss Alma R. Hicks, Miss Mignon Etheridge, Mrs. Vivian Williams, Miss Bernette Sherard, Miss Frances Sykes, Miss Christine Holloman, Mrs. Freda McLamb, Mr. L. E. Borden, Mrs. Edna Kelly, Mrs. Ida Stanford, Mrs. Rosa Edwards, Mr. J. H. Carney.

Eureka District, Wayne County

Miss L. P. Manley, Miss Hazel Mallette, Miss Consuella Armwood, Miss Louise Perry, Mrs. Ruth Cole, Mrs. Catherine S. Turner, Mrs. Juanita Jones, Mr. Reuben Cherry, Mr. Andrew U. Hextal.

Central High School, R. 4, Goldsboro

Mr. M. W. Reinhardt, Mr. Greenville Harris, Mr. A. V. Middleton, Miss V. F. Foster, Miss M. Y. McDonald, Miss N. M. Pierce, Miss Margaret Parham, Mrs. T. A. Branch, Mrs. Golda Wortham, Mrs. Della Finlayson, Mr. M. W. Armstrong, Mrs. Mary B. Smith, Mrs. E. G. Holt, Miss Sarah B. Nixon, Miss Nina I. Holt, Miss Laura Brice, Miss B. E. Hines, Miss Winnie E. Joyner, Mr. C. E. Thompson, Mr. Marshall Murray.

Carver High School, Mount Olive

Mr. C. H. McLendon, principal; Mrs. C. D. Brock, Miss Jeannette F. Spruell, Miss H. E. Shields, Miss Regina L. Smith, Miss Pearllye L. Durham, Mrs. A. B. Hughes, Miss Sara O. Sykes, Miss Annie L. Cobb, Mrs. Joyce C. McLendon, Miss Elizabeth Armwood, Miss Nettie E. Sitgraves, Mr. B. F. Brown, Mr. W. H. Watson, Miss M. Evelyn Harvey, Mr. J. T. Collins, Mr. L. A. Keiser, Mrs. Dorothy D. Keiser, Mrs. Pearl W. Connor.

Wesley School

Mrs. Maude M. Kornegay, Mr. E. E. Tysor, Miss Helen Brewington, Mrs. Ruby L. Broome.

Shady Grove School

Mrs. Thelma M. Cromartie, Miss Sadie B. Carnegie, Mrs. Sula B. Alston.

Milton School

Mrs. Quay B. Elliott, Miss Annie Mae Johnson.

Williams School

Miss Mary C. J. Raynor.

Goldsboro City Unit

Rosa Atmore, Dorothy Barnes, Geneva Bass, Charles Bland, Theresa Bland, Catherine Bond, Josie Boney, Alice H. Brown, Hugh V. Brown, Mary Brown, Mayme Carney, H. P. Christian, R. C. Christian, Thelma Maxine Coley, Geneva Council, Valeria Edwards, Ruth Everette, Virginia L. Faison, Susie Mae Faucette, Porter Fennell, Ruth Ferdinand, W. A. Foster, Lillie B. Fredrick, N. J. Fredrick, S. B. Fredrick, Mary L. Gavin, Sadie B. Grantham, Rosa Gray, James E. Green, Flora Griffin, Esther Guess, Susie Guess, C. E. Hatcher, Marion Henson, Alice Hogans, M. B. Holt, Sallie Y. Holt, Thelma Ingram, Minnie Jackson, Henry Johnson, Margaret Johnson, T. S. Johnson, Wilma Jones, Arabia Lubin, Pauline Mattison, Emma McDougal, Adalyne Monroe, Margaret Oakley, Clyde W. Pickett, Josephine Pittman, A. J. Riggsbee, Valnolia Scott, Elizabeth Smith, Esther Smith, Francis Tyler, James B. Tyler, Hattie Whitley, Louvenia Williams, R. V. Wright, Alicia Stitt.

WASHINGTON COUNTY

H. H. McLean, county superintendent.

Plymouth High Schools

William H. Berry, Madelyn E. Watson, Robert E. Moore, Joseph W. Parker, Albert V. Whitsett, Elizabeth F. Loford, W. W. Walker, Emily C. Hairston, Beatrice E. Fletcher, Lillian V. Hill, Sophia Spruill, Velma L. Turnage, Symora C. Rayner, Elsie G. Bowser, Pauline V. Alston, Ruth R. Williams, Agnes H. Jones, Reunice A. Walker.

Marratock School

Emma D. Walker, Mary C. Austin.

Brooks School

Carlton A. Jordan, Margaret H. Berry.

Deep Bottom

Ernest L. Owens, Helen Sutton.

Roper High School

J. J. Clemmons, Elmer V. Wilkins, E. Wither-

spoon Wilkins, Robert L. Groves, George M. Smith, Daisy L. Clark, Ezell Johnson, Erma C. Bias, Martha E. Littlejohn.

Macedonia School

James H. Bias, Montrose O. Griffin Bias.

Mt. Delane School

Minnie L. Freeman, Cora R. Honablow.

Back Woods School

Maggie B. Riddick, Rosetta Honablow.

Sound Side School

Charles V. Bell, Theresa O. Hill, Azzolia F. Norman.

Creswell High School

Peter Littlejohn, Mildred B. Garrett, Pencie C. Nixon, Irvin B. Honablow, Goldie E. Parker, Mariah E. Baum.

Cherry School

Peter H. Bell, Trumilla L. Brickhouse.

Pritchett School

Rosa L. Brickhouse.

WILKES COUNTY

County Unit

Miss Ruby Hayes, Miss Juanita Graves, Miss Teresa Pride, Mrs. Corina Adams.

Lincoln Heights, Wilkesboro

J. R. Edelin, Alonzo E. White, Avery L. Barber, Anne E. Bowers, Agnes O. Dunston, Mrs. F. W. Corbett, Dorothy Franks, Geraldine A. Avery, Effie M. White, Ruth E. Fitch, Mrs. L. H. Abderson, Mrs. W. S. Alexander, Eunice E. Leak, Fannie L. Neal, Leroy M. Burton.

WILSON COUNTY

Sallie Barbour School, Wilson

Mrs. Annie L. Barnes, Miss Louise O. Cherry, Mrs. Lucy Davis, Miss Amanda Daniels, Mrs. Margaret Hines, Mrs. Tempie Jones, Mrs. Myrtle L. Mitchell, Mrs. Marie L. Mitchner, Miss Martha Robertson, Miss Wille Smith, Miss Ellsworth Sadler, Miss Lillian Whitfield, Mrs. Florence Whitley, Mrs. Georgia Wyche, Mrs. Lurean Zachary, Mrs. E. P. Reid.

Charles Darden High School, Wilson

Mr. E. M. Barnes, principal; Mr. J. M. Miller, Jr., Mrs. M. H. Miller, Miss Cora M. Washington, Miss Deloris Hines, Mrs. Flora C. Bethel, Mrs. E. H. Foster, Mrs. Rosa L. Williams, Mrs. Alice H. Jones, Mrs. M. K. Whitehead, Mr. S. J. Satchell, Mrs. E. D. Alexander, Mrs. Annie M. Dupree, Mrs. Estelle L. Shade, Mr. C. W. Hines, Miss M. Davis, Mrs. M. G. Cooper, Mr. R. James, Mr. J. T. Robinson, Mr. A. T. Walker, Mrs. P. K. Spellman, Mrs. S. M. Johnson, Mrs. M. E. Kornegay.

Vick Elementary School, Wilson

Miss Elizabeth E. Brodie, Mrs. Julia B. Harrell, Mrs. E. Courtney Fitts, Mrs. Eva J. Coley, Mrs. Julia E. Hunter, Mrs. Addie D. Butterfield, Mrs. Johnnie K. Boatwright, Mrs. Cecelia A. Norwood, Mrs. Ivary L. Satchell, Mrs. Mary G. Harris, Mrs. Doris V. Walker, Mrs. Elaine C. Lee, Mrs. Helen D. Whitted, Mrs. Floretta W. Allen, Mr. Malcom D. Williams, principal.

Wilson County Unit

Mrs. Maggie White, Mrs. Anna D. Reid, Mrs. Lelia Hilliard, Mrs. Cora Powell, Mrs. Sadie Best, Mrs. Ruth Coppedge, Mrs. Viola McPhail, Mrs. Ida Reid, Miss Mary E. Barnes, Mrs. A. C. Matthews, Mr. M. W. Fisher.

YADKIN COUNTY

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Volume XIII
Number 1

January
1942

North Carolina Teachers Record

Official Publication of the North Carolina Negro Teachers Association

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1941-1942

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North Carolina Teachers Record

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Progressive Trends In the Teaching of High School Biological Sciences

By E. L. RAIFORD,

Dudley High School, Greensboro, N. C.

*Chairman, Department of Mathematics and Sciences, North Carolina
Negro Teachers Association*

INTRODUCTION

Recently many high school science teachers have become aware of new approaches in the teaching of high school biological sciences. Various investigations have disclosed progressive techniques that are more in harmony with the objectives of education in a democratic society. Thus, science teaching today is in the midst of a revolution in which newer practices are replacing the older established ones. What are these trends and how should they affect the actual practices in the classroom? The purpose of this paper is to give at least a partial answer to this question.

HISTORICAL STATEMENT

The history of science teaching has been divided into three general periods. The first period began with the establishment of the academy in 1751 and continued until about 1880. During this time the dominant objectives were to teach a description of nature; to prepare young men for the ministry; and to support fundamental beliefs in God.

The second period began in 1880 and continued until about 1910. Perhaps the dominant motive during this period was to prepare young people for college. The chief objectives were: to train the mind; to impose mental discipline; to improve the faculties of observation, concentration, thought, and energy.

The third period began in 1910 and continues to the present day.

This period has been characterized by a reaction against the disciplinary aim for college preparation and an effort to prepare young people for life. Attempts have been made to meet the demands of industrial society by emphasizing the newer developments in sciences and seeking to have students apply them in their everyday lives.

MODERN OBJECTIVES IN THE TEACHING OF BIOLOGICAL SCIENCES

The objectives of any particular subject should be in line with the purpose of education in a democratic society which has been stated as follows:

"The purpose of general education is to meet the needs of individuals in the basic aspects of living in such a way as to promote the fullest possible realization of personal potentialities and the most effective participation in a democratic society." (1).

Each activity that is undertaken by the student in order to acquire information, skills and habits, solve problems, take trips more intelligently, enjoy books, or to appreciate nature, should be evaluated on the basis of its contribution to improved living. The program should be based on the needs and interests of individuals and society at large.

High school biology should not be merely diluted college biology, because the aims of high school and college biology are not the same. High school biology is not for the specialist, for very few will use the subject professionally. It should train for citizenship.

Bush suggests that (2) the general purposes and objectives of biology are: 1) the improvement of personal and community health, 2) the understanding of life and growth of plants and animals, 3) the knowledge of, and the preparation for specific occupations, and 4) the development of worthwhile hobbies.

NEW TYPES OF SCIENCE COURSES

A survey of trends in science teaching reveals that significant reorganization is taking place as science teachers throughout the country seek to adapt their courses

to the changing secondary school population and the increasing complex demands of society.

Three types of courses have resulted from these efforts at reorganization:

First, the special field course in physics, chemistry, or biology designed to exploit one of the natural sciences to achieve the purposes of general education.

Second, the broad field course which draws materials from two or more of the natural sciences, e.g. physics and chemistry, or chemistry and biology.

Third, the unified core studies or integrating courses which are organized about topics of general student interest or concern which draw material from any subject field that can serve its purpose. This type seeks a coordination of subject matter, for the student's sake. The most modern methods employed in accomplishing this have to do with the organization around the real problems of life which lie within the actual experience of the student.

NEW PROCEDURES IN INSTRUCTION OF HIGH SCHOOL BIOLOGY

A recent analysis of the main headings, the topics and sub-topics in thirteen courses in biology chosen from wide-spread sections of the United States showed that greater emphasis is now being placed on practical and interesting biology directly pertaining to everyday life and upon the economic aspects of biology than upon the highly technical materials.

Coe believes (3) that while socialization in the broadest sense includes any activity leading to life enrichment through participation, nevertheless it indicates a definite method. It implies the division of the class into small groups, each with its own organization, for investigation, prepara-

tion and presentation to the class as a whole of some problem or subtopic in which the whole group is interested.

He also states that each individual must in turn make some contribution to the development of the topic, and each should serve his turn as leader of the group. The method also includes the preview by a teacher and a possible pretest which may act as a guide in caring for individual differences. Then should follow the planning of the study procedure and the choice of problems for investigation, the actual preparation of the material for presentation to the class, general discussion and review, including several types of tests.

A great biologist has stated: "If I were to write my confessions, I should repent the fact that in my teaching I have frequently thought more of my subject than of my subjects, more of information than of education.

The biology room should present the appearance of a great work room, having laboratory, study and visual education facilities. They should also be cooperative workshops and should be made as attractive as possible. The bulletin Board should be a place of changing vital interest. A student chairman might be elected and conduct brief current event discussions at the beginning of the period. Student work and magazine files may be maintained.

One of the newer types of biology courses is one in which the class time, with the exception of one period a week is given entirely to individual or small group projects. Students choose their own problems in consultation with the teacher, who spends most of his time at the desk in the laboratory. A wide range of student problems are studied, varying from research on bacteria in the air, to the filling out of work books on botany or zoology. To provide for extensive acquaintance with the area of biology, one period a week is devoted to individual reports and each student is expected to read approximately ten general books in the field of biology during the year.

Ford (5) thinks that the phase of science teaching which has un-

dergone the greatest reorganization, is the student laboratory work. The tendency seems to be to do away with much of this phase of science teaching. Demonstrations, moving pictures and outside readings from current periodicals and books have largely replaced the more expensive and time-consuming laboratory work. He also believes that laboratory work, as it has been taught in most schools, needs to undergo a rather complete transformation. Many of the time-honored experiments should be discarded and replaced by others, which teach scientific principles and at the same time give the student an understanding of the world in which he lives.

It is the opinion of George L. Bush (6) that biology as it is taught does not make its greatest possible contribution to general education.

He suggests that we eliminate from the high school biology courses the following:

1. Life histories and detailed descriptions of many plants and animals of negligible importance.
2. Very minor structural details of flowers, of seeds, microscopic plants and animals, of insects and other small animals — especially the scientific names of these parts.
3. Details of classification of plants and animals.
4. Many minor details of the body structure of man which become of chief value in medical school, some six or seven years later.
5. Dependence upon the nervous, respiratory and digestive systems of insects, earthworms, crayfish, and other small animals for information about the human body.

Suggested subject material to be added to the biology course:

1. Practical information on the growing and care of the grass, common flowers, and house plants.
2. Center such subjects as instincts, reproduction, and heredity in animals about the keeping of common pets, such as cats, dogs, chickens, canaries, etc.
3. Add materials on conservation especially soil conservation.
4. Add materials on plant and

animal improvement through hybridization and selection.

5. Emphasize vocations connected with biology.

Zechief and McCutchen (7) have stated that if definite training is to be given in the scientific method the study of science should be based on the solution of a series of problems. Since very few problems fall completely into any one area of content, our science course cannot consist of distinct courses of chemistry, physics, biology, geology, etc., but will involve the use of content materials from several areas.

Thus, the classroom will become a workroom in which the daily assignment and recitation will be replaced by discussions for planning work to be done on individual and group problems, reports, demonstrations, and in discussing and summarizing the work done.

Science instruction should give the pupils a vivid awareness of contemporary social issues such as public health, sanitation, communications, transportation, housing, safety, conservation of natural resources, the use of power, the use of machines, control of insect pests.

Many studies of high school biology classes to determine whether the outcomes of laboratory instruction could be more successfully attained by conventional methods or by the use of laboratory methods involving a considerable measure of self-direction have shown the evidence almost wholly in favor of partial self-destruction. The classes taught by the class participation method read more widely and carefully. They seemed to learn the joy of finding out answers to their questions.

Crawford (8) concludes that pupils will be much happier and will learn more science if the course is built around something to do rather than something to know. Science knowledge is not an end in itself, but rather a guidance for action. It is unfortunate that we have too often begun with facts instead of life problems which need attention.

He suggests the following as examples of short functional problems in physiology:

1. Skin.
 - (a) How to have a healthy and attractive color of skin.
 - (b) How to prevent the skin from chapping.
 - (c) How to prevent or correct pimples and blackheads.
2. Colds.
 - (a) How to avoid colds.
 - (b) How to treat colds.
 - (c) How to prevent your colds from infecting the rest of the family.
3. Metabolism.
 - (a) How to safeguard your pep and energy.
 - (b) How to put on weight.
 - (c) How to take off weight.
 - (d) How to sleep and rest properly.

Other units might be worked out to include: feet, teeth, eyes, food, bowels, headaches, first-aid, the health of others, etc.

Sanders states (9) the course of study developed in the Downey Union High School, Downey, California, has the following features:

1. Several basic textbooks available to the pupils in the biology room.
2. A reading table with current scientific periodicals, magazines, and newspapers.
3. A cabinet file containing various biological reports from state and Federal governmental agencies.
4. A biology room library with an annotated reading list.
5. A list of projects from which the pupils might choose individual or group reports.
6. Tuesdays and Fridays were set aside for individual and group projects and reports.
7. Mondays, Wednesdays, and Thursdays were used for following a general course of study developed by the pupils and the teacher.
8. A notebook used for records of observation, points made in discussion, brief outlines of source materials and the student's own experimental evidence.
9. The use of the demonstrations, field work, discussions, and visual aids.
10. The use of reports, debates, novel discussions, and general discussions to summarize the general units.

Rubie states (10) that if we accept as the purpose of education that of making changes in the child's behavior, the learning units used must be so designed as to involve something to be done by the child. By doing, decisions must be made. In order to reach a decision, facts pertinent to the problem will be needed. The evaluation and judging of these facts will require decisions which involve thinking. Thus, the information derived will be a functional kind, the most desirable type.

EVALUATION OF STUDENT LEARNING

One of the most important newer developments in education is the shift from "testing and measurement" to "appraisal and evaluation."

The emphasis today, says Tyler (11) is not on the relative merits of the test, but the extent to which evaluation instruments promote as well as measure important outcomes of instruction. According to this point of view the functions of evaluation are no different from those of the school as a whole, namely, to help provide more intelligent guidance of teaching and learning, to develop more effective cooperation with parents and community, and to provide an adequate and objective basis for measuring, recording and reporting the progress of the pupil's learning. The evaluation program should do three things: (1) test knowledge and skills, (2) motivate, guide and inspire the student, and (3) disclose points of strength and weakness. Most of the types of tests now in use, essay, true-false, matching, completion and the like measure only the recall of subject matter. Since memorization of facts is only one of the objectives of education, the evaluation program of science teaching should also involve testing the development of scientific or reflective thinking and the ability to apply scientific generalizations to everyday life.

NEWER TYPES OF EVALUATION

1. Questionnaire forms.

These forms are generally mimeographed and distributed at the beginning of the term. The questions asked may request informa-

tion about the child's family, home life, diet, employment of parents, forms of recreation, ambitions, etc.

2. Observational (anecdotal) records.

These records consist of notations the teacher makes concerning the student's health, purposes, ambitions, difficulties, etc.

3. Past Achievements and Intelligence Records.

To be used in getting a better understanding of the students in the class.

4. Pretesting and Retesting.

The pre-test is applied at the beginning of the term and will include questions to measure the objectives of the course, (a) factual knowledge, (b) ability to think scientifically, (c) applying generalizations to new situations. Later the retest is applied to determine the progress being made.

5. Self-testing and self-analysis.

The teacher prepares a test the students may apply a grade themselves by comparing with a key. The class average should be made known so that the students may "play against par."

6. Diagnostic Questions and Complete Measurement.

Tests should include questions or problems to measure all types of learning as represented by the following: (1) To test memory, (2) to test thinking, (3) to test ability to apply principles to new situations, (4) to test ability to observe, (5) to test ability to select facts relevant to a problem, (6) to test ability to collect and organize facts, (7) to test ability to draw inferences from facts, (8) to test scientific attitudes.

GENERAL CONCLUSIONS

1. Scientific teaching is today in the midst of a revolution in which the chief factors are the assignments and recitation plan versus the activity plan.

2. When pupils are given partial or almost complete power of self-direction they learn just as much as under the more conventional methods.

3. The high school biology course should be organized around something to do rather than

Plan for a Cooperative Citizenship Training Laboratory

By GEORGE SNOWDEN,
Department Social Science, Shaw University



LARGE number of recent studies and conferences have revealed to the American public, that as a people professing the democratic way of life, we are woefully lacking in a really thorough understanding of the essentials of democracy. To a surprisingly few people are the privileges, obligations, responsibilities, opportunities, and sacrifices of democracy clear. The seriousness of this fact is pathetic when we are told that a major portion of this misunderstanding rests particularly with the younger people of our country. Obviously, effective training in the ways of democratic living have not heretofore constituted a very significant part of our school programs either on the college or public school levels. We seem to have had and are still having great difficulty in coordinating and making practical application of the limited number of course offerings designed to give us a working knowledge of democracy, with the actual ways in which communities operate. The result has been much misdirection of our efforts and thought, leading in a measure to the development of concepts, institutions, and actions incompatible with what is rightfully called democracy.

Today, aside from the schools, many agencies are making a strong and sincere effort to clarify the meaning of American democracy. Some of the agencies like the National Youth Administration and the Civilian Conservation Corps are national in scope, while others like the Dowagiac and Manitowac plans are purely local. Thus far, there is only slight coordination of either the national or local programs and practically none at all between these and educational institutions.

The following program, therefore, is an outline of a proposed experimental laboratory for training in the practices and procedures of American citizenship and a democratic way of life as might be sponsored by the Alpha Phi Alpha Fraternity.

A PROPOSED COOPERATIVE CITIZENSHIP TRAINING LABORATORY BY ALPHA PHI ALPHA FRATERNITY

Purpose: To train a select group of youth in the practices and procedures of American democracy and citizenship.

Composition: Selected young people from the institutions and agencies in Raleigh and Method, having as their main objective some type of education; students from St. Augustine's, Shaw, Washington High School, Berry O'Kelly High School, NYA, CCC, Boy Scouts, Girl Reserves, and organized groups from the Mary Talbert Home. On a purely voluntary basis, at least 100 young men and women might be encouraged to participate.

Laboratory: Group to meet once or twice a month—some times at Shaw, at St. Augustine's, Method, and Washington High School. (At some future time it would be feasible to have a central meeting place). One meeting can be devoted to an analysis of some problem of democracy and citizenship and the other meeting to be given to showing pictures and slides demonstrating the fundamentals of democracy. To supplement lectures devoted to analysis, there ought to be put in the hands of every participant some literature outlining the principal features of the talk as well as a short list of readings (periodicals, books, etc.) pertaining specifically to the subject. The showing of slides may

be varied at times so that some program such as a Quiz Hour or some game relating to democracy and other types of programs that might be suggested. With reference to readings, it is important to have the materials available to the membership. Exhibits might be obtained from time to time or perhaps they could be produced by persons in the organization.

Supervising Personnel:

Director: This individual should be connected with one of the educational institutions and have a peculiar interest in citizenship and research and the chief responsibility for the success of the program should be his.

Associate Directors: These are persons intimately tied up with the program from the agencies mentioned, teachers of social sciences in the colleges and high schools, and the Citizenship Committee from the Alpha Phi Alpha Fraternity. These, along with the director, should form a kind of Program Directing Board.

Cooperating Agencies:

Presidents of the local colleges, high school principals, officials of NYA, CCC Personnel, local NAACP, churches, American Legion, or any other groups interested in civic problems.

Librarians at the colleges and city libraries might also be a part and each library could have a special section devoted to the program as well as occasional exhibits.

A committee composed of supervisory personnel might establish criteria for measuring the effectiveness of the laboratory training method. From time to time this committee might issue reports to the fraternity relating to various aspects of the experiment.

(Continued on Page 12)

School Discipline

By C. I. MARTIN,

Hecks Grove School, Warren County



PRINCIPALS and teachers are increasingly aware of the personality problems of their pupils, and are seeking help in solving these problems. Generally speaking, school practice lags far behind the scientific knowledge which child guidance specialists have accumulated in recent years. In this article an attempt is made to combine a practical suggestion which may be used with disciplinary difficulties. Many well prepared and trained teachers have failed in their chosen profession because of poor discipline. This problem is so great that today it is not only a school problem but a life problem. Where the secret lies is in the nature of its existence. One must train for discipline and there in the beginning it should be a matter of continuous growth.

Many principals can go far in improving the discipline in their schools by using the assembly periods to explain rules of conduct. While positive results are not obtained in all cases, a majority of the children will make marked improvement. The assembly not only should be used to stress rules and regulations, but in a like manner to advertise good things that have occurred in the school; in short, to give merit where merit is due.

The pupils in many cases have been known to do much with this problem. Where the delegation of responsibilities to students has been tried, their attitude has been altogether changed, and in many instances, has developed the child's ability for leadership.

Co-curricular activities have a striking influence on child behavior. Athletic teams, newspaper work, or that particular kind of activity in which a child is interested, will keep him engaged. A child who craves an outlet through normal work and who finds little interest in a bookish curriculum, will be less likely to become well

adjusted in a school that provides no outlet for his talent or interests in handicraft. Although there are many artificial aids in securing a desired end, such as awards medals and banners, nothing should be overlooked in the matter that there are a number of things that make up good discipline. The following are a few: (1) Good routine—such as putting away wraps; (2) Plan work so that everyone is busy. Never overlook the fact that supplementary work should be given those who finish early; (3) The teacher should have the proper attitude. She should make general and personal comments, never forgetting that she should have a sense of humor; (4) A calm and quiet manner bespeaks a type of personality that children are quick to emulate; (5) Cheerfulness, fairness, and justice are things which win for the teacher many times in her career.

The problem of the school is to understand the characteristics and the background of each child and to organize the work of the school so that each child gains most from his experiences. This exemplifies not only an understanding of a child's mental development, but also an understanding of him as a total, organic, functioning individual. It calls for answers to such questions as these: What does he seek for himself in his activities in school? How do his playmates respond to him? How does the teacher respond to him? When does he fail to gain what he is seeking? How can a way be provided for growth in terms of his individual, dynamic characteristics? For education of the type, the teacher holds the key position.

Although the administrative and supervisory forces of a school perform an important function in all of the activities mentioned above, the part they play is certainly of no greater importance than that played by the teachers. Certainly administrators are not independent

of parents and community. A school that is to care for maladjustments, which have occurred in the past, and which is to avoid as many maladjustments as possible in the future, is a school in which administrators, supervisors, teachers and parents are working as a unit on a common task.

There is no set way by which such a unity of purpose and function can be realized. Such devices as frequent conferences are often useful if they are developed in the spirit of harmony and cooperation. If teachers are not of the type which have been discussed above, if they are still narrowly trained, monototype, if the whole responsibility of operating the modern school must be placed upon the administrative specialists, then most of that which has been discussed is beyond realization.

Punishment as a means to discipline, often defeats its own ends. It is a confession of failure, and is usually resorted to as a simple and apparently direct way of obtaining compliance with one's wishes, but it fails because the child will do as he is bidden only so long as he believes it is unsafe for him to do otherwise. If he thinks the chances of being discovered are small, he will disobey, often for the mere pleasure of proving his superiority, and, as he grows older, he will disobey out of bravado. Such conduct almost certainly leads to the formation of anti-social sentiments. It is conducive to thieving, to lying, and to a multitude of delinquencies. Every endeavor should be made to gain and to maintain the affection of the child. This does not mean spoiling the child, or letting him have his own way. Provided the parent or teacher likes the child and treats him with fairness, as an ordinary member of society, the right sentiment will usually develop. There is danger of fostering too strong attachments for teachers.

(Continued on Page 12)

Unit of Work on Cats Taught In the First Grade At Brunswick County Training School Southport, North Carolina

MRS. ESTELLE SWAIN, *Teacher*

I. THE UNIT JUSTIFIED:

1. Cats are much abused and misunderstood animals.
2. Cats are of great use to us.
3. Their sleepless vigilance guards property from destruction by rats and mice.
4. They keep plagues of vermin in check.
5. Cats should receive care.
 - (1) Well-fed cats are best mousers.
 - (2) Children should be taught to care for them.
 - (3) The government appropriates money every year for maintenance of cats in postoffices and public buildings of larger cities.
6. Cats make fine pets.
 - (1) They have a great attachment for home.
 - (2) Regularity is the keynote of their existence.
7. Children have a natural interest in and love for animals.

II. SPECIFIC OBJECTIVES:

1. To develop an appreciation for animals.
2. To develop an interest in their care.
3. To provide situations for pupil growth.

III. HOW THE UNIT BEGAN:

One day a little kitten came to the schoolroom. The children were overjoyed at having the little visitor. They fed the kitty. Some of the children told stories of how they had rescued cats from dogs. Others told how they had stopped cats from catching birds. After they had talked about

the eyes and claws of the kitten, they decided to find out many things about cats.

IV. INITIAL PLANNING:

What the children wanted to know:

How to care for cats properly.

How to teach a cat.

Why people like cats for pets.

How to care for a mother cat and her kittens.

How cats keep themselves clean.

Of what use are cats.

Other animals that look like cats.

How cats became tame.

How questions could be answered:

Observe cats and people who care for them.

Ask people questions.

Listen to stories and talks.

Read charts and stories.

Look at pictures.

Give talks.

Write letters asking for material.

V. DEVELOPMENTAL ACTIVITIES.

Looked at and discussed pictures.

Listened to stories and talks.

Read and dramatized stories about cats.

Made charts, posters, booklets, drawings, clay models, etc.

Collected and mounted pictures of cats.

Made door-stops by carving cats of waste lumber and by painting cats on old stones.

Made cats from old stockings. After stockings were cut off, sewed up, and stuffed, the ends were plaited for cats' tails. Old buttons were sewed on for

eyes. Noses and mouths were painted on stockings. Made ash trays from shells. Shells were ornamented with cats carved from soap.

Made a frieze.

VI. CULMINATING ACTIVITIES:

Reviewed information learned about cats.

Checked and classified material to see if all questions had been answered.

Discussed ways of sharing with others some things learned.

Wrote invitations to other grades in the school and to parents.

Gave a program in the auditorium.

Had an exhibit of things made.

VII. OUTCOMES:

1. Children and their parents became interested in cats and their care.
2. Children and their parents learned helpful information.
3. Children gained in ability and satisfaction in gathering and sharing material for classroom work.
4. A greater degree of desirable social maturity was noticeable by their willingness to share tools, supplies, etc., their ability to work in groups, willingness to respect the rights of others and to appreciate contributions of others.
5. Children gained greatly from the experiences and activities in the Language Arts in particular. The unit was a splendid core for the reading readiness period.

(Continued on Page 11)

North Carolina Teachers Record

Official Publication of the

NORTH CAROLINA NEGRO TEACHERS ASSOCIATION

Published in January, March, May and October by the
North Carolina Negro Teachers Association

DR. G. E. DAVIS Editor-in-Chief

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VOL. XIII

JANUARY, 1942

No. 1

The Approaching Meeting of the Association at Winston-Salem Teachers College, April 2, 3, 4, 1942.

We are rapidly approaching the sixty-first annual meeting of the Association.

We anticipate a fine and profitable meeting. To this end it is of prime importance that the Sectional Programs be sent in without delay—not later than March 15th.

This will enable those responsible for the printing of the program to get it in order, send to the printer, have the proof sent in, corrected, and returned for final printing and binding. It takes time for this.

Last year we received a program of one section two days before the meeting, and to avoid embarrassment had to edit and print two thousand pages at extra cost to the Association and insert them in the finished and delivered programs.

I doubt if this can be done again as it is probable the local committee at Winston-Salem has requested the privilege of printing the program along with and including the souvenir program.

Let me earnestly request all the section officers to get their programs to me not later than March 15th.

Our Duty In the Present Crisis

Facing the most critical period in American history—a crisis which our great and wise leader, President Roosevelt, strove hard to ward off; we citizen-teachers have an obligation which we cannot avoid and would not, if we could.

We are not unmindful of the limitations put upon the exercise of our patriotic duties in the Army—in the Navy and in our civil program of offense, but these discontinuous shall not abate, by one job or title, our loyalty, nor sever us from our allegiance to the Republic, which in other wars we valiantly fought to save.

Our esteemed friend and colleague, Dr. Gordon B. Hancock, in his weekly column in the *Norfolk Journal and Guide* of December 27th, has so expressed our own convictions as to our duty in the present crisis, that we gladly let him speak for us, as we are sure he does, for all our people.

Under the caption, "Color Versus Country," he has stated our case:

Japan has attacked my country! When Japan attacks my country, Japan attacks me! I am for myself right or wrong. I am for my country, right or wrong. If my country is right, I am for it because it is right and to keep it right; if my country is wrong, I am with it to get it right.

Japan has attacked my country! This country is the only one I know anything about. It is the one that has given me and my people the opportunity through which we are bidding for our place in the sun and not without some gratifying results. It is the country Negroes have died in many wars to save, and it is the country which must give us full-fledged citizenship if indeed we get it at all.

Japan has attacked my country! I know we have not had all that we wanted or even deserved. I know we have grievances because of wrongs unredressed. Here in this country we have quarreled with the foe and are quarreling now. But Japan has attacked my country! I know the United States needs bettering politically and otherwise, but the future of my race is no brighter than the future of the United States, and I am with the United States right or wrong, and Japan has attacked my country!

COLOR MEANS NOTHING

I know that Japan is a colored race and as such may evoke a certain kind of sympathy in times of peace, but Japan has attacked my country and its color is nothing to me. I know that although Japan has a dark complexion the Japanese do not love Negroes. Nobody loves Negroes except God Almighty. I know that the "Lebensraum problem" of the Japs is quite the same as that of the Germans and that there is some point in their striving to lengthen their borders and make room for a population the world needs, but which the more advanced nations have declined to provide. But Japan has attacked my country!

I am against Japan on general and particular principles. She is in league with Hitler and Hitler has nothing for Negroes to do. Hitler's success in this world means doom for the darker peoples, Japan included. Japan is nothing more than a cat's paw pulling out chestnuts for Germany. It does not matter what is Japan's color; if she is casting her influence on the side of an anti-Negro combine I am against her.

If Germany wins this war, Japan will become an island satrapy of Germany and the world will become slaves of German-Japs as well as Negroes. I am against Japan because she has attacked my country! There is some hope for me as a Negro if the allies win; there is no hope for me if the Axis nations win. Japan is making possible a victory for Hitler and against any person or nation that plays his game including Wheeler and Lindbergh and the whole America First ensemble.

NEGRO MUST HELP

The Negro must gird himself in this national crisis. The Negro must offer himself without stint in this unparalleled emergency that many of us saw afar off and which the isolationists had eyes to see but would not see. When Japan drops bombs on American soldiers even though they be white I cannot be indifferent; for very soon Japan will be dropping bombs on Negro soldiers.

Japan has attacked my country and whosoever attacks my country attacks me. It attacks the amendments to the constitution which made citizens of former slaves. It attacks the bill of rights and the far-flung implications thereof. It attacks the democratic ideology that gives hope and buoyancy to a nation's and race's aspirations. It attacks the advantages that we have won through sweat and tears and blood.

I am not going to be confused because Japan is a colored race. Japan does not love Negroes any more than the Germans. A Japanese victory, as unthinkable as it is, would not help one iota the cause of the Negro. Negroes therefore must not overtly or covertly say or do anything to give comfort to the Japanese and Germans and Italians. These who help to win this fight are the only ones who are going to enjoy the fruits of victory. When color and country are in conflict, I stand by country. Japan has attacked my country!!!

Hyde County Organizes a Fine Progressive Program For 1941-1942

By MISS ANNIE L. SMITH

Principal, Stocumb School, Lake Landing, N. C.



THE Hyde County teachers were reorganized September 10, 1941, at the Hyde County Training School, Scranton, N. C. At this meeting our new superintendent, Mr. N. W. Shelton, discussed in detail the retirement plan.

The first monthly meeting was held September 27, 1941, at the Swan Quarter Colored School, Swan Quarter, N. C.

The following persons were appointed as the Objective Committee: Mrs. Ethel M. Woods, Miss Pearl P. Walker, Mrs. Annie M. Bonner, Miss Elnora Slade, Mr. Johnson Spruill, Mr. William Jordan, Mr. Bennie W. Barnes, chairman.

The committee retired formulating the following objectives for the year:

1. To have 100 per cent financial representation of each member at the District Teachers meeting.
2. To hold regular meeting the first Saturday after each school month ending.
3. To have a regular outlined program for professional development each month.
4. To maintain a scholarship fund for the seventh grade student having the highest rank. \$20.00.
5. To assess each member 10c membership fee, 10c scholarship fee.
6. To have 100 per cent membership in the Red Cross Drive.
7. To make this year's Seventh Grade Day the greatest day ever at the Hyde County Training School.
8. To boost the credit union in each community through the school.

9. That the county organization go on record as working with the Agriculture Department toward the development of a County Negro Fair, discussing it with farmers of various communities.

10. To foster the annual social activity for the benefit of the County Teachers.

11. To culminate the activities of the school year in the annual county commencement.

Officers for the year elected were as follows: President, Mr. O. A. Peay; vice president, Mr. A. V. Slade; secretary, Miss Eunice C. Smith; treasurer, Mrs. Mary C. Peay.

COMMITTEES:

Program: Miss Elizabeth P. Blount, Mrs. Malanie C. Slade, Miss Rosie L. Slade, Mr. A. V. Slade, chairman.

Social: Mr. John R. Spencer, Miss Marietta Wilson, Mrs. Carrie S. Whittaker, Mrs. Willie R. Greene, Mr. James H. Hardy.

Each member of the association gave a few remarks followed by a brief discussion by the president. Mr. D. L. Mackey spoke in interest of the Square Deal Credit Union.

Mrs. Senie M. Shepard and Mr. Johnson Spruill gave reports on the Health Work carried on at North Carolina State during the past summer.

At the second monthly meeting held October 11, 1941, at the Swan Quarter School, Swan Quarter, N. C., the minutes from the last meeting were read by the secretary.

"How to Teach Reading in Primary Grades" was demonstrated by Mrs. Annie M. Bonner. Both silent and oral reading were emphasized.

"How to Teach Reading in Elementary School" by Mr. John R. Spencer. He briefly discussed methods that would tend to get best results in reading. He also gave points on why some children are backward.

Our Verse Speaking Choir

By MRS. HELEN HOLMES BOOKER,
*Washington Primary School,
Greensboro, N. C.*

I have organized a Verse Speaking Choir with some of the children of my first grade. This choir is composed of the children who learn to speak the selections distinctly and with expression.

All the children seem anxious to become members, they try hard to meet the requirements for membership. Daily we have members added.

These are some of the selections they have learned: Lord's Prayer, Bible; 23rd Psalm, Bible; "Mother to Son," Langston Hughes; "Pledge to the Flag" and "Humane Creed."

We have chosen for our unit of work this year "Pets." I found that most of the children had pets and they seemed anxious to discuss them, so I centered their year's work around their interest. The majority of their poems are about pets.

The choir presents several numbers in our home room devotional exercises each morning. It will appear before the teachers of Washington Primary School in their profession meeting in November to show how correct speech can be developed through "Verse Speaking Choirs."

Trends In Schoolhouse Planning

By O. A. DUPREE

Principal, Pitt County Training School, Grimesland, N. C.

"The high and ennobling art of architecture is that of giving to buildings, whose parts are determined by necessity, such forms and colors as shall delight the mind. . . . The nobility of each building depends on its special fitness for its own purposes."—RUSKIN.



THE "schoolhouse" has always been and always will be, a symbol of public education. The "little red schoolhouse" served well its age and in some communities still sits the schoolhouse by the side of the road! In some cases the same building, with no change at all, in which the fathers and mothers even grandfathers and grandmothers studied the old "Blueback Speller." The writer thinks the reason the "little red schoolhouse" still exists in such communities is the lack of the "V" for vision.

There is another reason why this type of school exists in many localities in North Carolina. There are certain groups that have the power to keep the wheel of progress from turning, cling to the idea that, "time is not ripe" for a change. The writer overheard a conversation between two men, one of whom was a member of that "certain group." The other asked the question: Why not consolidate Negro schools? The answer was: "Time was not ripe." In a time when the nation is calling for trained citizens, a time when our democracy is going through an "acid test," there are still some selfish people who think that time is not ripe for Negro consolidated schools. In spite of all that, North Carolina has made rapid progress within recent years in consolidating a large number of its school districts. A recent report at the State Parent-Teacher Congress held at Raleigh was startling and gratifying.

After the districts have been consolidated the all-important

question should be considered: What type of building is proper? This question brings us more in tune with the subject of this article. In most cases it makes no difference what type of school is, or where it will be located. There are several reasons for this attitude. In some districts and communities it is the lack of interest and in the others it is the lack of vision.

The writer has received much information and inspiration from Prof. F. A. Mayfield of the A. and T. College, Dr. Chisholm of the University of Washington and Dr. Moelman of the University of Michigan. Professor Mayfield has made extensive study in schoolhouse planning and has introduced a new course in the A. and T. College summer school entitled "School buildings and grounds." Dr. Chisholm has made numerous lectures and has developed a great deal of interest and enthusiasm concerning the school and its interpretive value on public education. Dr. Moelman has written several books and articles and through the magazine, *The Nation's School*, of which he is the editor, he has shown much interest and has done a great deal of work on the subject of the school plant.

In some communities "when the time is ripe" to build, the principal of the school along with the members of his school board are called upon for suggestions as to the plan and location of the new building. Too often we leave the whole matter in the hands of some other agency and we do not make any inquiry to find out if the building will serve the need of an ever-growing population. Neither are we concerned whether the building will be located in a mud-hole or in a more desirable place. In many cases, in the name of economy, the building is placed near the city dump or in a swamp

where land is cheap and where no one wants to live. In this case a "D" for decency campaign is needed. An "H" for health campaign should be added.

One need not to be well-versed in architecture or any of the other related sciences to form some concept as to how a building should be constructed to meet the needs of the child and where it should be located. The nation's school and other similar magazines are valuable sources from which such information can be obtained.

It is true, however, in some cases the board of education does not entertain any suggestions coming from any member of the community as to where or how a building should be constructed. Sometimes conflicts occur between certain pressure groups and the board to bring about desired results. The writer thinks these cases are very rare in North Carolina. In all cases it should be realized by all groups and all concerned that the building should be built around the needs of the child as expressed through the curriculum. Secondly, the building should be inspirational in form and in general expression. Thirdly, the building should be located in a wholesome environment that is conducive to study and recreation.

The changing school program has brought with it noise; such as, the playground, vocal music, musical instruments, machine shops and cafeteria, etc. The building, then, should be so located that the surrounding neighborhood may not be annoyed.

Traffic accidents, that are piling up by the minute, should be considered when discussing a suitable location for the new building. School buildings should not be located near highways and railroad tracks. This condition is not only dangerous when it comes to the safety of the children, but noise

from trains, automobiles and other vehicles will hamper the instructional program to a large extent.

Coming back to the lack of consolidation in so many of our districts in North Carolina, there are some small communities that are so bent on having a school in the community that they do not see the conditions of the building that now exists. The people in the community do not have enough interest in their children to see that they are fairly comfortable. They do not have enough pride to see the conditions of the building as they pass it from day to day. The writer had an occasion to visit such a school some few years ago. It was a cold day in the month of January. There was a make-shift stove in the center of the classroom radiating about the same amount of heat as the heater in his car. The window nearby had no panes, but as substitute a burlap bag was hanging to keep out as much of the wind as possible. When the cold wind blew, this bag would push out unable to resist the unwelcome and ever-present guest. The children were clustered around the stove which gave the appearance of Old Scrooge's office.

Today there are many teachers and students suffering from asthma and tuberculosis, results from such buildings as are described above. Charts and statistics may be found depicting the high death rate of Negroes as compared with that of whites, also the number of Negroes in the sanatorium as compared with that of the whites. The death rate will continue to pile up, more sanatorium space will be needed, the army will continue to reject the Negro youth as long as the little "red school" remains beside the road unnoticed.

The last trend the writer will mention is that of beautification of grounds and buildings. This can be done regardless of the size of the school building. In some communities there are beautiful buildings with bare surroundings, while in others there are buildings that may not look so well, but are surrounded with sufficient shrubbery and grass so as to have a friendly and inviting appearance.

Prof. F. A. Mayfield discusses two reasons for planting shrubbery around a school building: First, it has a tendency to soften the corners and secondly, it gives the building a "growing out" effect when properly arranged. When it comes to allowing vines to grow on the building, there are two opposing opinions: One is that vines soften the material which causes the building to deteriorate faster, therefore one might say they should not be used. The other opinion favoring the use of vines is that it softens the appearance of the building thus making it majestic and beautiful. It may be seen that the latter approves of the planting of vines. The matter of this beautification with vines is optional.

The writer is sure that he is safe in saying that the majority of citizens in North Carolina both white and colored are encouraged with the progress made toward better schoolhouses for the Negro children of our great commonwealth. This progress must go forward to insure better health among all people in North Carolina.

Unit of Work on Cats Taught In the First Grade at Brunswick County Training School

(Continued from Page 7)

VIII. SOURCES OF INFORMATION AND MATERIALS.

1. *The Find Out Book*, Volume 1, University of North Carolina Press, Chapel Hill, N. C., pp. 19-27.
2. *Britannica Junior*, Volume IV, pp. 97-99.
3. The American Humane Association, 135 Washington Avenue, Albany, New York.
4. The American Society for the Prevention of Cruelty to Animals, Madison Avenue and 26th Street, New York, New York.
5. Animal and Pet Books.

Progressive Trends In the Teaching Of High School Biological Sciences

(Continued from Page 4)

around something to learn—around activities rather than subject matter.

4. The present trend is away from all departmentalization and toward integration in order that all the facts bearing on a special problem may be found.

5. The individual and small committee assignment of problems or projects is an important new technique in the teaching of biology.

6. The biology course of study should consist of broad units which should in turn be divided into smaller practical problems along the line of student interests.

7. In the science class, the student should be encouraged to build his own structure of knowledge.

RECOMMENDATIONS

1. That all high school biology teachers, who have used only conventional methods of teaching try some phase of the newer activities method.

2. If the students are unaccustomed to freedom and responsibility in the classroom a gradual approach is probably best.

3. That the course of study be varied in accordance with the major interests of pupils and the community, namely, varying in urban and rural or those in which the major industries are mining, farming, dairying, etc.

4. That wherever feasible the non-academic pupils be placed in special classes because their interests are likely to vary too much from the average.

5. Further study should be made of schemes for evaluation of pupil achievement. Since no adequate schemes are available at present, it is desirable that teachers use a variety of tests to determine various abilities that education should develop.

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(Continued on Page 12)

Plan For a Cooperative Citizenship Training Laboratory

(Continued from Page 5)

Equipment and Facilities:

(1) Adequate rooms for meetings.

(2) Literature. (a) Purchase some standard works; (b) Subscribe to some journals; (c) Secure free literature from offices and agencies in Washington, D. C.

(3) Central location for literature, files, etc.

(4) Picture apparatus — films, slides (Machine may be a loan or a purchase).

(5) Mimeographing facilities at some of the schools or NYA offices.

(6) Package service to supply demand for literature by members and agencies.

(7) Publication. Reports of the director and research studies done by the group should receive adequate publication.

(8) Facilities for transportation. This would involve the use of a bus or other means of transportation to the place of meeting. NYA and the fraternity might finance this phase.

Finance: At first, only incidental expenses will have to be met (correspondence, securing materials, etc.) but as the laboratory moves on to perfection, larger sums will have to be spent and it might be that the National Chapter of Alpha Phi Alpha will contribute a considerable sum. We might also secure contributions from many Negro business companies in the State as well as from interested individuals. No fee or assessment of any kind would be attached to membership.

Conference: To be held at some opportune time. Public officials and the general public could be invited.

Future Problems:

(1) If this first venture is reasonably successful, the experiment could be carried to other locations in North Carolina, eventuating into a State-wide institution for such training.

(2) If the laboratory is established in Raleigh and is successful, the director should spend consider-

able time with college administrations of the State in an attempt to influence the placing of modern democracy and citizenship courses in the curriculum.

(3) Committee to make plans for the survival of the laboratory — contacts during the summer months, new members, etc.

Participation in Organized Groups in the Community: Assignment of participants in the laboratory to civic groups in the city as assistant secretaries (in name only). While there, they could be active in so far as the agency could use them; their chief duty would be that of learning the methods, techniques, and procedures of organized groups.

Suggested Research Problems and Activities:

(Group may be broken down into smaller groups for working out problems).

(1) Study of Crime in the City of Raleigh.

(2) Study of Non-Voting in Raleigh.

(3) Municipal Services in Raleigh.

(4) Government of the City of Raleigh.

(5) Judicial Administration in Raleigh.

(6) Juvenile Delinquency in Raleigh.

(7) Influence of NYA on In-School Students.

(8) A Study of the Academic Success and Failure of NYA Students.

(9) Problems Created by Soldiers on Leave in the Raleigh Community.

(10) The Effectiveness of the Local Recreational Center for Soldiers.

School Discipline

(Continued from Page 6)

If parents but understood what powerful factors sentiments are, they would at the sacrifice of good manners, school work and discipline, devote their thoughts and labor to aiding sentiment formation; good manners, attention to work and discipline would follow.

Progressive Trends in the Teaching Of High School Biological Sciences

(Continued from Page 11)

2. High School Biology, Its Opportunity. George Bush. *School Science and Mathematics*, Nov. 1940.

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4. Edwin G. Conklin, "The Aims of Science Teaching," *Science Education*, February, 1937.

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7. A. N. Zechiel and S. P. McCutchen, "Reflective Thinking in the Social Studies and in Science," *Progressive Education*, April, 1938.

8. C. C. Crawford, "Functional Biology," *The American Teacher*, April, 1940.

9. Karyn B. Sanders, "Developing Individual Pupil Interests in Biology," *The American Biology Teacher*, January, 1940.

10. Harry Charles Rubie, "A Functional Course in Science" (A thesis presented to the faculty of the School of Education, University of Southern California, December, 1937).

11. R. W. Tyler, *The Scientific Movement in Education*.

My New Shoes

By E. OLIVIA NANTON

Crosby-Garfield School, Raleigh, N. C.

I have a brand new pair of shoes,
Dad bought them yesterday;
I carry a cloth wherever I go
To brush the dust away.

I have a brand new pair of shoes
With buttons shiny bright;
I wear them in the street all day
And let them rest at night.

I had a brand new pair of shoes;
I walked through mud and coal,
So now my brand new pair of shoes
Are beginning to look quite old.

Value of Adult Education and Discussion Group for the Public School Program

By JOHN G. TURNER, M.A. and ALBERTA B. TURNER, Ph.D.

Division Social Sciences, Bennett College



WHEN one considers that adult education should be a part of any public education program he usually considers the point of expense attached to such enterprises. We do not feel that we should burden ourselves with writing a paper or including in this paper information on the expense of adult education programs to the public or to any other social agency. However, we are going to point out a few concrete examples that have been going on for centuries which might refute the claims of "economies" of school administration. America needs adult education today as never before. Dr. Thorndike has demonstrated that probably the best years for learning are in the twenties. And certainly we educators, those progressive ones of us, also believe that education is a continuous process. Quoting Joy Elmer Morgan, editor of the *N. E. A. Journal*, "The great task in America is to so establish the values of life that an art of living shall emerge among the masses—that we shall use the extra hours not to make life busier and more hectic by entering into a thousand unimportant activities but that we shall claim our leisure for personal cultivation, the enrichment of the family, and the improvement of the social order—looking forward not so much to pleasure as to happiness; not to power but to goodness; not to fame but to excellence."¹ It is a great waste of school finance to the use of school plants for only nine (9) months of the year, one hundred and seventy (170) out of three hundred and sixty-five (365) days, five out of seven (7) days in one week and six (6) hours out of twenty-four (24) in the day. The whole com-

munity is not only economically sound but education-wise when the doors of the schoolhouse are thrown open-wide for education of the other half of the world—the adults. Let us as school people take the adult into the scheme of public school affairs where he rightly belongs. It is very amusing to note that in some communities the adult is only considered when some important bond issue is up for passage, the purpose of which is to make improvements to school plant, to find means of further paying teachers' salaries and for other operating expenses. Then educators get busy and attempt to educate Mr. "Public" overnight on the virtue of passing such and such a bond issue. Naturally, most if not all of these issues fail. We have only used this simple illustration to show where educators have missed the point on school problems and the education of adult opinions. May we pause here to ask ourselves this question: "Where have we school people been? What have we been thinking about? Where is the foresight so often mentioned of us?"

As members of a staff promoting the organization of adult classes in a large Mid-Western state, we frequently met the resistance of school directors expressed in such statements as: "Our budget will not allow the carrying on of night or day classes." "It is useless to educate adults in this community." Some would say: "If classes were once inaugurated the attendance would be so low as not to warrant the capital outlay." However, are not these "sincere" individuals missing the point of school administration, namely, making the school a social center in the community? What other purposes are schools and school buildings planned than for the dissemination of whole-

some knowledge? "A patriot," said Horace Mann many years ago, "is known by the interest he takes in the common schools. In a Republic education can never be attained without the consent of the whole people. Compulsion, even if it were desirable, is not an available instrument. Enlightenment, not coercion, is our resource. The nature of education must be explained." Further Mann vividly states, "That all improvements in the school suppose and require a corresponding simultaneous improvement in public sentiment."² We educators should be amazed at the slow progress that we are making in attempting to realize the sentiments as expressed by Mann prior to his death in 1859. Surely something is lacking. Are we content to plan programs just for the youth and fail to enlighten the entire body of citizens? Our democratic society connotes a democracy in educational opportunity—how far are we from this ideal? What effect, if any, will it have upon general school policy? We do think that educators should agree and agree immediately upon the fact that we shall have to educate adult opinions in order to make progress with our new methods, techniques and innovations in the school program. According to our first president, George Washington, this issue comes clearer to light when he exclaimed: "In proportion as the structure of a government gives force to public opinion, it is essential that public opinion should be enlightened!" Again, to our present President, Franklin D. Roosevelt, we attribute: "We need to have meeting places for the discussion of public questions in the cities, hamlets and on the farms throughout the length and breadth of the land." It is noted that the Lyceums in the 19th century had

¹ As reported by D. F. Fisher, *J. Adult Education*, Je '33, p. 237.

² F. P. Graves, *Great Educators of Three Centuries*, p. 275.

a telling effect in this disseminating of knowledge. Starting in Massachusetts they spread to villages and cities all over the country, finally into the libraries and museums. The Chautauquas came next, establishing literary and scientific circles. However, it must finally rest with the school to so establish itself in the community for the general education of the public, men and boys, girls and women, to think for themselves on public issues thereby attempting to fulfill the promises of enlightening the body politic. It does one good to ride along the city street or country road and to see the lights burning in a schoolhouse at night. This is action! This is life in a democracy! It will be the duty finally of educators to bring about the rational planning of the whole of our social life in accord with the best interests of the democratic idea.

Dictatorship presupposes a high degree of public confidence in the central authority and a willingness to follow policies which others decide. In a democracy it is assumed that the major policies of a nation will be developed through the formal or informal expression of public opinion. When democracy in education is best at work, then education becomes a necessity. Due to drastic economic changes, it will be necessary for adults to become very versatile at their vocations. In some cases it will be necessary for them to learn more than one trade. In doing this or in adopting this program a larger proportion of the adults will be brought into immediate contact with the school program and thus there will be developed an increasing interest in the public school and its program of education. An extensive program of this type will obviously give school administrators and teachers alike an opportunity to become better acquainted with societal-relationships as expressed in interests and needs of actual life. This is the surest way of bridging the already wide gap between the adult sphere of things and that of the child. According to John W. Studebaker, "We must extend the facilities for public education on public affairs for youth and adults and thus strengthen the

very foundation of majority rule which is civic enlightenment."³

Controversial Issues and Teachers of Social Studies

Controversial issues are the direct concern of teachers of social studies. One of the chief difficulties lies in the fact that today much of our teaching is subject to annoying and stifling pressures: social, economic, religious and political. There is being brought to bear pressure by groups toward the teaching of truths as they see them, whether or not the teacher of social studies sees them. Society must provide for making situations educational in character, providing for unhampered collection and dissemination of knowledge, and of providing adequate means of securing competent teachers.⁴ The profession of education must assume leadership in this field, but at the same time must be willing to co-operate with all other agencies desiring to promote education in any social institution.⁵ Educators must support all efforts to bring about the rational planning of the whole of our social life in the best interests of the democratic ideal.⁶

Social studies must deal with problems of current life—American economic, social and political life. People must know and understand such issues as prohibition, science and the machine-age, unemployment, government economy, inflation, farm relief, taxation, over-production, the business depression, housing, marriage and divorce, law enforcement, public charity resulting in the Community Chest work, and the dole—their causes and effects. Holding right opinions and ideals regarding such problems and issues that will ultimately lead to a better economic and social order is the duty of the teacher of the social studies.⁷ Is it not true that by a means of propaganda or of indoctrination, the ignorant masses are the victims of individuals who are "soured" upon the existing social order and who are not willing to pool their interest in finding a solution to the present problem? This brings us

to the point of education for adult literacy as over and against adult civic illiteracy. We must discuss, counsel, and strive for the truth about existing conditions. There will always be panaceas from individuals who "think" that they know the way out. However, this does not deter us from the urge that is inherent in us as individuals for wise counseling. The late Woodrow Wilson struck a keynote when he said, "I conceive it to be one of the needs of the hour to restore the processes of common counsel. We must learn, we free-man, to meet as our fathers did, somewhere, somehow, for consultation. There must be discussion in which all freely participate. The whole purpose of democracy is that we may hold counsel with one another so as not to depend upon the understanding of one man, but to depend upon the counsel of all."⁸ If we could obtain that same gesture today in working out our solution to such problems as mentioned earlier in this paper, the lot of our citizenry will be made much happier.

Teachers of social studies in the schools, whether of adults or of youth, will in the future give vent to the expressing of their (adult and youth) views on social and economic needs and evils. In writing of the teacher in past ages, Harry A. Overstreet states: "The willingness of educational institutions kept up an equivocal partnership with militarism and the assiduousness with which they suppressed all frank discussion on the part of young people of the economic and social evils of the day. They noted, too, that education had a way of formulating moral ideas that were not known to work in the world of business and politics."⁹ Teachers have often heard individuals asking to find the way out of our social crisis. It is to the platform of public opinion that we must inevitably turn in finding solutions to such social problems that directly affect individuals. Again according to Studebaker: "Nation-wide programs of adult education and public forums controlled by local education authorities but supported

³ *Plain Talk*, p. 17.

⁴ J. J. Openheimer, N. E. A. Department of Superintendence *Official Report*, '33, p. 245.

⁵ *Ibid.*, p. 237.

⁶ *Ibid.*, p. 246.

⁷ L. M. Morrisett, N. E. A. *Official Report*, '32, p. 530.

⁸ J. W. Studebaker, *op. cit.*, p. 54.

⁹ *Parent Magazine*, January, 1935, p. 16.

in part by the Federal government would result in a revival of democratic liberalism. This liberalism believes that the truth is most often to be found in the elusive middle ground between extremes and beliefs, moreover, that widespread intelligent understanding of the problem of social management will insure the substitution of ballots for bullets in the search for that middle ground."¹⁰ It is at this point that the teacher of social studies is called upon to exert her energies in exposing truths as against misconceptions. To do this requires an unbiased attitude of expression. The teacher of social studies will fail if she does not build in the individual the capacity for self-dependence rather than upon other individuals for his basic satisfaction. The teacher will also fail if she does not attempt to instill confidence in the individual to such an extent that he might see the pleasures which come in developing his own powers and abilities. All in all, the teacher fails if she does not urge the individual to think for himself on vital issues. The teacher should not be held responsible if students accept unpopular ideas as a result of discovering them in this process of free inquiry. However, as Studebaker points out, the only way to be sure that students will not accept ideas contrary to the accepted ones is to go the whole way as in the case of foreign dictatorships, and impose strict censorship to prevent the expression of these opposing ideas by speech or printed word.¹¹ We can never start too soon in the teaching of our citizens to think for themselves. In the grades, in the secondary school and in the college and continuation evening school, progress should be made with the objective of attempting to have individuals see the force or forces that are behind social changes and social orders that exist. We are agreed that we cannot teach sixteen, seventeen and eighteen year old youths all that they will know or ought to know to become competent American citizens in adult life. Society is so changeable that one fact learned today or this year

is apt to be discarded in the day or year following. But certainly we can be content with the satisfaction that we have attempted to show them the necessity for clear thinking. The type of student, youth or adult, who thinks clearly would not be easily swayed by emotion or prejudice. He would even be on guard against his own prejudices, and, being able to evaluate propaganda, he will be in a position to evaluate the motive behind it (propaganda) which is the most important thing for human living.¹² The place of the teacher is not in the front of the classroom but down with the common element, her pupils, guiding and counseling in order to complete the sharing circle. Some teachers in taking this position are prone to fear "vested interests" in their attempts to present or cause to be presented, both sides of issues. Again we repeat that in this world we need martyrs to the cause of freedom of action and speech. There is no time for the half-hearted or half-baked teacher in our present scheme of affairs.

The position of the teacher of social studies and the teaching of controversial subjects is better stated by H. M. Kallen in his article,¹³ "Controversial Social Issues," when he states: "Upon the teacher the entire effect of keeping 'controversial social issues' out of the curriculum is to divorce their living from their labors, their character as human beings and as citizens from their functions as pedagogues. What does the system require of them that they say nothing and do nothing that might jeopardize the system. The duties begin and end with loyalty to the system. Let them dare not say what they think on political and social issues. Let them dare not think! So job holding does make cowards of all, so the fear of dismissal divides the schoolhouse walls." Again we reiterate that political and economic issues that might be refused public discussion in the nature of free trade, abolition of the sweatshops in industry, abuse of the 14th Amendment, communism, socialism, fascism, dictatorship and the

like, can be attacked by the establishments of the general public forum idea as postulated by John W. Studebaker. It is necessary however, to know when an issue exists and when one does not. It is necessary to obtain a consensus of opinion before results should manifest themselves. There has been one fault with teachers in the past and, that is, they have urged and looked for conclusions on social issues instead of enlightening public opinion to think without regard for conclusions. If we are to have a democracy we must have free and unlimited discussion. The people make up the democracy and if the intent and purpose of the democratic ideals are not set forth and prosecuted, then democracy ceases to exist. It is the right of individuals to know all sides of issues. It is consequently the right of teachers to teach all sides of issues.

Summary and Conclusions

Progressive education is best exemplified in the operation of the public affairs forum where the individuals have the greatest opportunity of freedom and growth through unified thinking. In the public affairs forum we find the teacher guiding the learner in his search for truth. Our way of life demands that we be guided in our efforts at thinking to insure the maximum benefit for the energy expended.

Adults should be educated in their opinions to such an extent that school problems can be better understood by them.

Adult education should be a vital part of any public school enterprise. Education does not cease; it is a continuous process from the cradle to the grave.

The public school should be a community social center for all the inhabitants of the locality; for men and boys, women and girls leading to a living of a more abundant life.

Controversial issues are issues distinguished by the fact that the points in dispute are real and meaningful; matters on which there exists differences of opinion concerning facts or their interpretations. These issues are the direct concern of teachers of social studies. Efforts of pressure groups

¹⁰ *Parent Magazine*, November, 1914, p. 13.

¹¹ *Plain Talk*, chapter entitled, "Freedom to Learn," p. 161.

¹² W. A. Hamm, *Education*, December, 1932, p. 208.

¹³ *Progressive Education*, April, 1933, p. 19.

ADDITIONS TO MEMBERSHIP ROLL FOR 1940-1941

Some of the names below should have appeared in the roll published in October.

They are as follows:

CLEVELAND COUNTY—Rev. N. J. Pass.
EDGECOMBE-NASH COUNTIES—O. R. Pope School:
Mrs. Lena Daves, Mrs. Clementine Riggsbee.
FRANKLIN COUNTY—Training School: Mrs. A. M. Brawley.
GUILFORD COUNTY—A. and T. College: Mr. S. C. Smith. Dudley High School: Miss E. A. Nash, Immanuel College: Miss Amelia Staford.
HERTFORD COUNTY—Waters Training School: Mr. Percy Lassiter.
MONTGOMERY COUNTY—Mt. Gilead School: Mr. Elwood Tyson.
RUTHERFORD COUNTY—New Hope: Mrs. M. M. Pettiford.

The following list came in after the October RECORD was mailed:

COLUMBUS COUNTY—East Arcadia High School: Mr. R. D. Tynes, Mrs. Carrie Shepard, Mr. W. R. Davis, Mrs. V. H. Beaufort.
DURHAM COUNTY—East End School, Durham: Miss W. R. Blue, Mr. W. L. Bradsher, Mrs. M. H. Brewington, Mrs. R. D. Holloway, Mrs. A. T. Jeffers, Mrs. B. W. Jones, Mrs. E. R. Jones, Miss E. D. Leathers, Miss J. E. Lewis, Mrs. A. W. Mayer, Miss B. B. Meadows, Mrs. M. G. Nance, Miss E. F. Perry, Mrs. E. B. Plummer, Mr. F. G. Sowell, Mrs. P. B. Watkins, F. D. Marshall, Principal.

ROCKINGHAM COUNTY—Reidsville, N. C., Negro School Unit: S. E. Duncan, Principal, Mrs. Mary Alice Brown, Mrs. Ida Freeman Thomas, D. S. Kelly, Miss Portia N. Jenkins, Mrs. Ann McAden Johnson, Mrs. Bertha Carter Totten, Mrs. Margaret W. Stewart, Miss Cozette Friende, Mrs. Thelma Koger Poe, Miss Odessa Sanders, Mrs. Lelia Sharpe Taylor, Mrs. Sarah P. Ware, Mrs. Teanna Moir Burwell, Mrs. Gwendelyn Balsley, Miss Susie A. Dillard, Miss Sadie M. Wilkerson, Mrs. Katherine Dobson Ellington, Miss Vella A. Lassiter, Mrs. Mildred Gunn Johnson, Mrs. Louise Watson, Miss Cornelia F. Hunt, Mrs. L. B. Powell, Miss Daisy Davis, Mrs. Mable Watkins, Miss Sallye R. Taylor, Mrs. Geneva B. McRae, Mrs. Hattie Zollar, Mrs. Ethel Rogers, J. W. Sapp, C. C. Griffin, Mrs. I. H. Duncan, H. K. Griggs, E. M. Townes, Jr., N. A. McCoy.

The Clarkson School is still in Bladen County though we tried, in our October roll to get it into Columbus County.

"Know all men by these presents" that Burlington is still in Alamance County, though the Jordan-Sellers school of that city is placed, by error, in Alexander County, in October issue.

Under the "At Large" group we add the names of Miss Marie McIver and Mr. J. P. Bond.

Snow

Wrapped in leggings, gloves and hood,

Tramping through the street,
We see the snowflakes in the air,
Falling at our feet.

We run about and scream and yell,

With our cheeks aglow.
Oh! what fun we children have
Tramping through the snow.

On the housetops, on the ground,
Snow lies fleecy white;
Roll the snow, make a ball,
Throw with all your might.

Local Units Representing 100 Per Cent Membership

(Continued from Inside Back Cover Page)

MACON COUNTY
Macon County Unit
MARTIN COUNTY
Williamston High School
Parmele Training School
All Other Martin County Schools
MECKLENBURG COUNTY
Charlotte City Teachers Association
Mecklenburg Teachers Association

MOORE COUNTY
Academy Heights, Pinehurst
Lincoln Heights, Addor
West Southern Pines High School
Vineland School
Greenville School
Pinckney High School, Carthage

NASH COUNTY
Nash County Training School
Spring Hope School
Middlesex School

NEW HANOVER COUNTY
Wilmington City School
New Hanover County Rural School

ONSLow COUNTY
Georgetown High School
Onslow County Unit

ORANGE COUNTY
Orange County Training School

PAMLICO COUNTY
Pamlico County Training School,
Bayboro

PENDER COUNTY
C. F. Pope High School, Burgaw
Pender County Training School,
Rocky Point
Pender County Rural Schools

PERSON COUNTY
Person County Training School
Person County Unit

PERQUIMANS COUNTY
Perquimans County Training School
Perquimans County Rural School
Hertford High School

PITT COUNTY
Pitt County Training School,
Grimesland
Bethel High School
Greenville Grammer and High School
Pitt County Rural Schools

ROBESON COUNTY
Southside High School, Rowland
Lumberton City School
Redstone High School
St. Pauls High School
Robeson County Training School,
Maxton

RICHMOND COUNTY
Rosewald School, Fairmont
Red Springs High School
Capital Highway High School
Hoffman School
Ellerbe High School
Rockingham High School

ROWAN COUNTY
Monroe St. School
Dunbar High School
Price High School
Rowan Rural Schools

ROCKINGHAM COUNTY
Reidsville City Schools
Douglass High School, Leaksville
Madison Administrative Unit
Rockingham Rural Schools
Madison High School

RUTHERFORD COUNTY
New Hope School, Rutherfordton
Union Mills School
Rutherford County Unit
Grahamtown High School, Forest City

STANLY COUNTY
Kingsville, Albermarle

SURRY COUNTY
Mt. Airy City Schools

SAMPSON COUNTY
Clinton City Schools
Sampson County Unit

STOKES COUNTY
Sandy Ridge

UNION COUNTY
Winchester Ave. High School

VANCE COUNTY
Central Graded School, Henderson
Vance County Unit

WAKE COUNTY
Raleigh City Schools
Garner School
Apex Elementary School
DuBois High School, Wake Forest
Fuquay Springs High School
Riley Hill School

WARREN COUNTY
John R. Hawkins High School,
Warrenton
Warren County Unit
Warren County Training School, Wise

WAYNE COUNTY
Dudley School
Fremont High School
Central High School (Rural)
Carver High School, Mount Olive
Goldsboro City Schools

WASHINGTON COUNTY
Plymouth High School
All other schools in county

WILSON COUNTY
Sallie Barbour School
Vick Elementary School
Charles Darden High School

WILKES COUNTY
Lincoln Heights High School,
Wilkesboro

We regret to state that our roll printed in the October issue was headed 1941-1942, a printer's error. The correct heading as sent on "copy" is 1940-1941. Please make this correction in your October, 1941, RECORD.—Editor.

The Value of Adult Education and Discussion Groups for the Public School Program

(Continued from Page 15)

to stop the teaching of truths should not deter the educator or teacher from doing his or her duty in educating the body politic to think upon such issues as are guarded by vested interests.

The shorter work day and work week will force many people from industry into hours of leisure. It will be the place of adult education, through the establishment of public forums as a part of the school program, to provide wholesome activity and cooperative thought on civic problems.

All forums should be under the local public school auspices. However, Federal funds may be solicited to make possible an initial effort at adoption of the program for civic education locally.

Local Units Representing 100% Membership

The following Schools and Counties are registered 100 per cent for 1940-1941 as indicated on Roster Sheets in this office. No doubt there are others who failed to so indicate on sheets sent in. We shall be glad to hear from any who are entitled to appear here, and will register them in the March issue.—*Editor.*

ALAMANCE COUNTY

Jordan-Sellers High School
Alamance Training School
Alamance County Rural Teachers

ALEXANDER COUNTY

Happy Plains High School

ANSON COUNTY

Ansonville High School
Morven High School
Anson County Training School
Anson County Rural Teachers

BUNCOMBE COUNTY

Asheville-Buncombe Teachers Asso.

BEAUFORT COUNTY

Pantego High School
Belhaven School

BERTIE COUNTY

C. G. White High School
Colerain Graded School
Bertie Rural Group

BLADEN COUNTY

Bladen County Training School,
Bladenboro
Bladen County Unit
Clarkton High School

BRUNSWICK COUNTY

County Training School
Brunswick County Rural Schools

BURKE COUNTY

Olive Hill High School

CABARRUS COUNTY

Logan High School
Centerview High School

CHATHAM COUNTY

Goldston High School
Horton High School
Chatham County Training School
Chatham County Rural Schools

CAMDEN COUNTY

Sawyers Creek High School
Rosenwald School, South Mills

CARTERET COUNTY

Beaufort High School
Morehead City School

CLEVELAND COUNTY

Compact School
Davidson School
Cleveland County Unit
Cleveland High School, Shelby
Douglas High School

CALDWELL COUNTY

Lenoir City Unit

CATAWBA COUNTY

Newton-Conover Unit
Ridgeview High School, Hickory

CASWELL COUNTY

Caswell County Rural Schools
Yanceyville High School

CHOWAN COUNTY

Edenton High School

CRAVEN COUNTY

West St. High School

CUMBERLAND COUNTY

Fayetteville State Teachers College
Newbold Training School
Cumberland County Rural Schools
Anne Chesnutt High School
E. E. Smith High School
Orange St. High School
Edward Evans School

CURRITUCK COUNTY

Currituck County Training School,
Snowden

DAVIDSON COUNTY

Church St. School, Thomasville

DURHAM COUNTY

N. C. College for Negroes
Pearson Elementary School
James A. Whitted School
East End School
Walltown School
Hillside Park School
Hickstown School
Lyon Park School
Burton School
Durham County Teachers Association

DAVIDSON COUNTY

Church St. School, Thomasville

DARE COUNTY

Roanoke School

DAVIE COUNTY

Davie County Unit

DUPLIN COUNTY

Duplin Teachers Association

EDGECOMBE COUNTY

Edgecombe County Teachers
Tarboro Local Unit

FORSYTH COUNTY

Winston-Salem State Teachers College
Fourteenth St. School
Columbian Heights School
(Elementary)
Carver High School
Atkins High School
Woodland Ave. School
Kimberly Park School
Columbian Heights (Primary)

FRANKLIN COUNTY

Franklin County Training School

GASTON COUNTY

Highland High School, Gastonia
John Chavis High School, Cherryville
Stewart Junior High School, Bessemer
Reid High School (Belmont)
Gaston County Rural Group

GATES COUNTY

Gates Training School, Sunbury

GRANVILLE COUNTY

Orphanage, Oxford
Orange St. School
Mary Potter School
Granville County Group

GREENE COUNTY

County Training School, Snow
Hill

GUILFORD COUNTY

Wm. Penn High School, High
Point
Leonard Street, High Point
Palmer Memorial Institute
Greensboro Public Schools
Fairview School, High Point
Bennett Women's College.

HALIFAX COUNTY

Halifax County Rural Schools
Brawley High School, Scotland
Neck
Halifax County Training School,
Weldon
White Oak School
Enfield Graded School
John Armstrong-Chaloner School

HARNETT COUNTY

Shawtown High School
Harnett County Rural Schools
Dunn High School

HERTFORD COUNTY

Ahoskie High School
Waters Training School
Ahoskie District Schools
Murfreesboro-Como Unit

HOKE COUNTY

Upchurch High School
Hoke County Unit

HENDERSON COUNTY

Sixth Avenue High School,
Hendersonville

HERTFORD COUNTY

Ahoskie High School
Waters Training School

HYDE COUNTY

Hyde County Unit

IREDELL COUNTY

Morningside High School
Iredell County Rural School

JOHNSTON COUNTY

Johnston County Training
School
Short Journey School
Four Oaks School

LINCOLN COUNTY

Lincoln County Unit Teachers
Association

LEE COUNTY

Lee County Teachers Association

LENOIR COUNTY

Kinston City Schools

(Continued on Page 16)

Invested-
not spent



Insurance Is An Investment

In charging up what you pay each year for insurance, it may be correct bookkeeping to make an expense charge of it, but really it is an investment. It is not money actually spent, but money put aside to safeguard life's sunset years—the years when financial security is needed most.

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Durham, North Carolina

C. C. SPAULDING, *President*



No Home Is Complete Without North Carolina Mutual Policies



OVER 5,550 MEMBERS

Volume XIII
Number 2

March
1942

North Carolina Teachers Record

Official Publication of the North Carolina Negro Teachers Association

Victory Now



*There is a little word with letters three
Which, if you but grasp its potency
Will lead you to the heights where you aspire
Which without its precious aid you'll never see—N-O-W.*

*Success attends the man who reads it right
Its backwards and its forward meanings differ quite;
For this is how it reads to the man of noble deeds,
Who reads it backwards from achievements heights—W-O-N.*

—ANONYMOUS.

Published in January, March, May and October, by the
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North Carolina Teachers Record

OFFICIAL PUBLICATION of the NORTH CAROLINA NEGRO TEACHERS ASSOCIATION

VOLUME XIII

MARCH, 1942

NUMBER 2

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G. E. DAVIS, 301 Carmel St., Charlotte, N. C.

North Carolina Annual Testing Program 1941

Report for Colored Pupils*

By ANTHONY C. TUCKER and WALTER N. DUROST

Department of Test Service and Research, World Book Company, Yonkers, N. Y.



THE annual state-wide testing program in the 7th grade which for several years past has been carried out at about the seventh month of the school year was abandoned in 1941 in favor of a similar testing program at the 6th grade level, using Form B of the Metropolitan Achievement Test.

This battery has been used several times in the 7th grade and its use in the first 6th grade program makes possible direct comparison of the results in 1941 with previous years. The tests were administered in the fourth month of the school year instead of the seventh as formerly. The change in grade and time of year was decided upon because it was felt that not nearly enough use was being made of the test results. In past years the large majority of the pupils tested in the 7th grade graduated from the elementary schools soon after the test was given and either went to high school or left school entirely. Consequently, little benefit accrued to the individual pupil or to the 7th grade teachers from the testing programs.

The shift in the program from the seventh to the sixth grade level is in line with repeated recommendation of these reports, and, it is hoped, will result in a much more extensive use of the tests for the improvement of instruction. A prominent part of this report will be given over to concrete suggestions of ways and means for accomplishing this purpose.

Proportion of units reporting. In more recent years, the records of units submitting their data for inclusion in the annual report has been excellent. For 1940, 94 per cent of all the administrative units in the state submitted their data for white pupils in time for inclusion in the final report, which is an excellent record. In 1941, the proportion returning data in time for inclusion in the report is not as large. For the state as a whole, only 82 per cent of the administrative units in the state sent in their data for white pupils in time for inclusion in the report. The returns for colored pupils have never reached the same proportion as for white pupils, but even here there is a substantial loss from 1940 to 1941, the figures being 78 per cent and 66 per cent respectively.

It is important to point this out since there is always the possibility, which cannot be completely discounted, that this factor of selection affects the comparisons between results for the two years.

In seeking an explanation for this drop in the percentage of returns, we probably do not have to go farther than the familiarity of the seventh grade

teachers with the mechanics of reporting their data compared with the relative inexperience of the sixth grade teachers in this respect. If this is, indeed, the correct explanation, a decided improvement may be looked for in later sixth grade programs.

COMPARISON OF 1940 SEVENTH GRADE PROGRAM WITH 1941 SIXTH GRADE PROGRAM

Perhaps the most important aspect of this report centers around the comparison of the results of the seventh grade program in previous years with the results of the sixth grade program. In Figure I, the data for all white pupils in the 7th grade in 1936, 1938 and 1940 are presented for comparison with the 1941 results in grade 6. On reproduction of the Metropolitan Profile Chart given in Figure IX is shown the performance of all colored pupils in the seventh grade in 1936, 1938, and 1940. The comparative Profile Chart for the sixth grade in 1941 is also reproduced. It will be remembered that in all four years, the Metropolitan Achievement Test was used, alternative forms being employed as follows:

1936—Advanced Battery; Form A

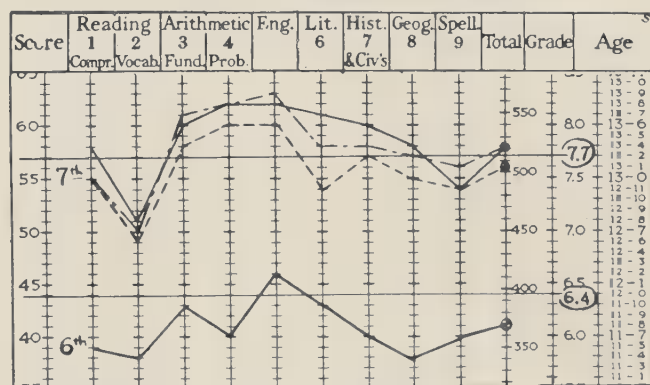
1938—Advanced Battery; Form X

1940—Advanced Battery; Form C

1941—Intermediate Battery; Form B

In Figure I the median achievement for white pupils of all administrative units reporting in the 7th

FIGURE I: RELATIVE PERFORMANCE OF ALL WHITE CHILDREN IN EACH SUBJECT AREA AND AVERAGE ACHIEVEMENT IN TERMS OF MEDIAN GRADE EQUIVALENTS FOR THE 7TH GRADE IN 1936, 1938, AND 1940 AND FOR THE 6TH GRADE IN 1941.



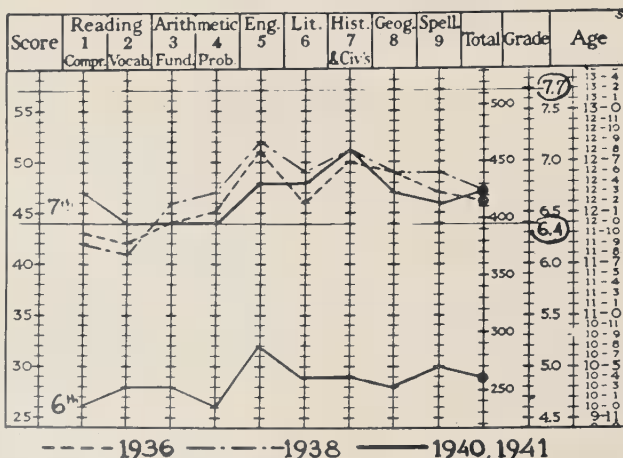
grade program of 1936, 1938, 1940 and the 6th grade program of 1941 are plotted on a profile chart. Looking first at the graphs for the 7th grade programs it is obvious that the profiles for 1938 and 1940 are rather similar and, together, they differ substantial-

* The general report and its application to white pupils has been published in *North Carolina Education*, December, 1941. Readers interested in a detailed statement concerning white pupils are referred to the issue of *North Carolina Education* mentioned.

ly from the 1936 profile. Nineteen thirty-six was the first year the Metropolitan Battery was used in the state-wide program. The average grade equivalent is the same for the two years and the near identity of performance in the skill subjects is notable. There is a definite improvement in comparison with the 1936 results which it is reasonable to assume can be ascribed largely to the stimulating effect of these annual programs on instruction. On the whole, the achievement in the 7th grade programs centered fairly well about the norm line indicated by the straight horizontal line across the chart, the notable exceptions being in Vocabulary where the downward deviation is substantial and in arithmetic and English where the deviation upward is significant. Average achievement was just about at the norm for all three years. Some stress is laid on these facts because in previous reports it has been assumed, apparently incorrectly, that this state of affairs was characteristic of achievement at other grade levels as well; in other words that achievement in North Carolina from grade to grade probably was in line with achievement in the country as a whole, as indicated by the Metropolitan norms.

In Figure I the median achievement for colored pupils of all administrative reports reporting in the seventh-grade programs of 1936, 1938, 1940, and the sixth-grade programs of 1941 are plotted on a Profile Chart. The data from which the 1941 profile was plotted are given in Table 9. An examination of Figure I reveals much the same situation as was found for the white pupils; namely, that performance

FIGURE IX. RELATIVE PERFORMANCE OF ALL COLORED CHILDREN IN EACH SUBJECT AREA AND AVERAGE ACHIEVEMENT IN TERMS OF MEDIAN GRADE EQUIVALENTS FOR THE 7TH GRADE IN 1936, 1938, AND 1940 AND FOR THE 6TH GRADE IN 1941.



in the sixth grade is relatively poorer than performance in the seventh grade. In general, the colored schools fell about the same amount below the expected achievement predicted from the previous seventh-grade performance as did the white schools. Although the generalization is not completely established from these data, it probably is not far from the truth to say that the seventh grade is functioning for the colored pupils in much the same way that it does for the white pupils; that is, as a drill and review year.

TABLE 9: MEDIAN GRADE EQUIVALENTS FOR EACH SUBTEST AND FOR THE COMPLETE BATTERY FOR THE ENTIRE STATE AND FOR LARGE CITIES, SMALL CITIES, AND COUNTIES—ALL COLORED PUPILS

TEST	ADMINISTRATIVE DIVISION			
	Large Cities	Small Cities	Counties	Whole State
1. Reading	5.0	4.6	4.5	4.6
2. Vocabulary	5.2	4.8	4.6	4.8
3. Arithmetic Fundamentals	4.9	4.9	4.8	4.8
4. Arithmetic Problems	4.9	4.7	4.6	4.6
5. English	5.8	5.1	5.0	5.2
6. Literature	5.6	5.1	4.7	4.9
7. History—Civics	5.3	5.1	4.8	4.9
8. Geography	5.1	4.8	4.6	4.8
9. Spelling	5.4	5.0	4.9	5.0
Total (Average)	5.2	5.0	4.7	4.9

Table 10 presents a detailed breakdown of the relative achievement in each of the subject areas for the sixth grade in comparison with the 1940 showing in the seventh grade. The expected difference between achievement for the two years would be 13 months on the average. Actually, the difference between the total (average) medians was 16 months, representing a deviation of three months more than expectancy. The deviations for the separate subjects are in proportion. Considering the data for the entire state, the greatest deviation is in history and civics, where the difference between the sixth-grade showing and the seventh was 22 months, or nine months greater

TABLE 10. THE EXPECTED INCREASE, OBTAINED INCREASE, AND DIFFERENCE IN TERMS OF MONTHS OF GRADE EQUIVALENT FOR THE 6TH GRADE (1941) AND 7TH GRADE (1940) FOR ENTIRE STATE, LARGE CITIES, SMALL CITIES, AND COUNTIES—ALL COLORED PUPILS

	Reading 1	Arithm 2	Eng. 3	Lit. 4	Hist. 5	Geog. 6	Spell. 7	Sp. 8	Civ. 9	Total 10
	Compr.	Vocab.	Fund.	Prob.						
Expected Increase	13	13	13	13	13	13	13	13	13	13
OBTAINED INCREASE										
Entire State ..	20	16	16	18	16	19	22	19	16	16
Large Cities ..	18	13	15	14	13	14	19	19	13	14
Small Cities ..	22	18	16	18	21	20	21	22	18	16
Counties	20	17	15	18	17	20	23	20	15	18
DIFFERENCE BETWEEN EXPECTED AND OBTAINED GAIN										
Entire State ..	+7	+3	+3	+5	+3	+6	+9	+6	+3	+3
Large Cities ..	+5	0	+2	+1	0	+1	+6	+6	0	+1
Small Cities ..	+9	+5	+3	+5	+8	+7	+8	+9	+5	+3
Counties	+7	+4	+2	+5	+4	+7	+10	+7	+2	+5

than the expected gain. The greatest deviation for the white pupils was shown in arithmetic problems, where the difference was 22 months. In all subjects there was a plus deviation over the expected gain.

Essentially the same picture is presented when the data are broken down into the administrative subdivisions. These data are given in the Table 9 and illustrated for white pupils in Figure II and for colored pupils in Figure X for the further study of anyone who wishes to analyze the matter in greater detail.

Studying the state-wide profile, we find that for the colored pupils too, vocabulary is one of the areas of poorest achievement. Reading comprehension and arithmetic problems are slightly lower than vocabulary. Next in order is the achievement in arithmetic fundamentals, which is the same as for vocabulary, and geography. The high point in the profile for the 1941 program is in English, which is consistent with the results shown by the white pupils.

On the whole the picture presented is consistent with the picture for the white schools. In the colored

schools, as in the white schools, much greater emphasis can profitably be put on the language areas. See suggestions for improving the performance in these areas at the end of this report.

In Figures XI to XIV the proportion of colored pupils falling above and below the norm by less than a year and by more than a year are shown. Compare these with figures III to VI for white pupils. Considering Figure XI, which concerns the entire state, we find that the largest proportion of children falling below the norm by one year or more comes in geography and vocabulary, where 75 per cent are

FIGURE XI. PROPORTIONS OF COLORED PUPILS AT VARIOUS LEVELS OF ACHIEVEMENT—STATE

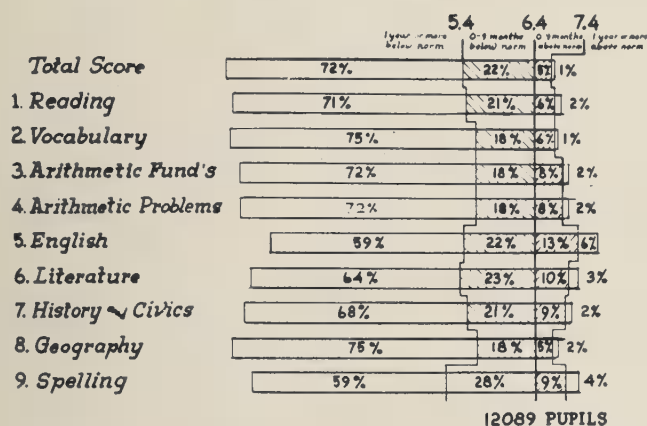


FIGURE XII. PROPORTIONS OF COLORED PUPILS AT VARIOUS LEVELS OF ACHIEVEMENT—LARGE CITIES

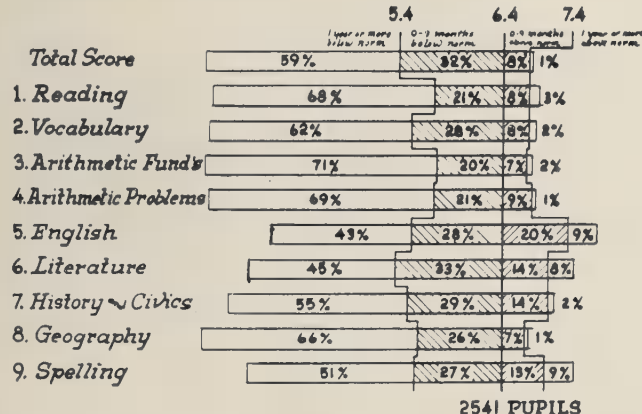


FIGURE XIII. PROPORTIONS OF COLORED PUPILS AT VARIOUS LEVELS OF ACHIEVEMENT—SMALL CITIES

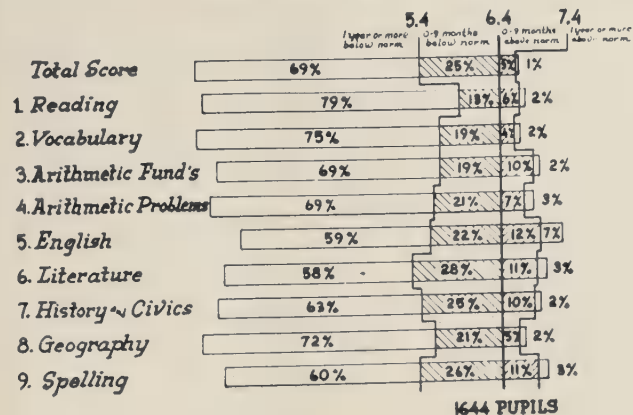
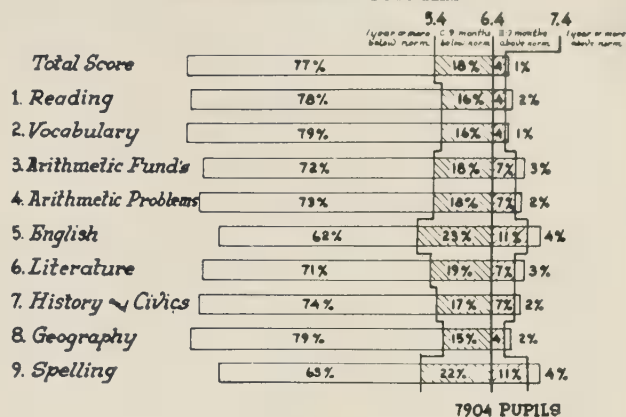


FIGURE XIV. PROPORTIONS OF COLORED PUPILS AT VARIOUS LEVELS OF ACHIEVEMENT—COUNTIES



so placed. In total achievement score, 72 per cent of the 12,000 colored children failed to make an average grade equivalent of as much or more than 5.4. In short, the performance of colored pupils in the sixth grade is more typical of performance in the fourth grade in the Metropolitan standardization population than of sixth-grade work. (See also Tables 11 and 12.)

Figures VII and VIII for white pupils; figures XV and XVI for colored pupils show the situation more clearly in that the proportion of pupils falling above and below the norm can be seen by smaller increments. In these graphs, the point of reference is the obtained average and not the national norm. In

FIGURE VII: COMPLETE BATTERY AVERAGE. DISTRIBUTION OF GRADE EQUIVALENTS FOR GRADE 6 (1941) AND GRADE 7 (1940) — ALL WHITE PUPILS.

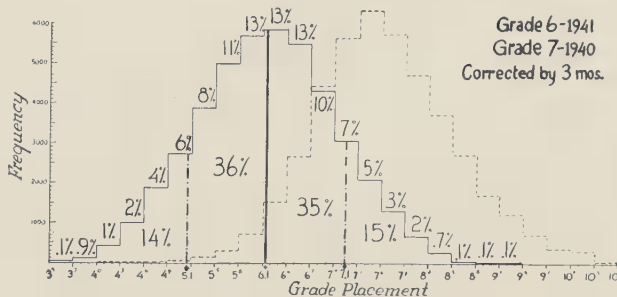
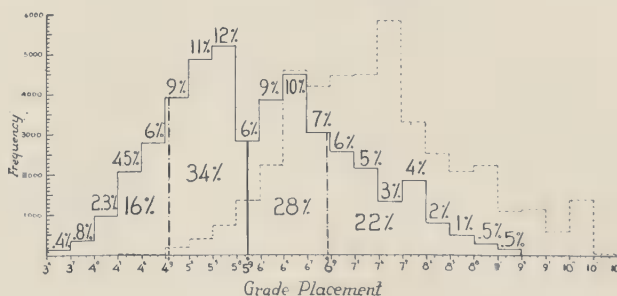


FIGURE VIII. READING



other words, the performance of colored pupils is shown as it scatters around their own average performance. The outstanding characteristic of these graphs, taken as a whole, is the substantially larger per cent of pupils falling within the range of one

FIGURE XV. COMPLETE BATTERY AVERAGE. DISTRIBUTION OF GRADE EQUIVALENTS FOR GRADE 6 (1941) AND GRADE 7 (1940)—ALL COLORED PUPILS

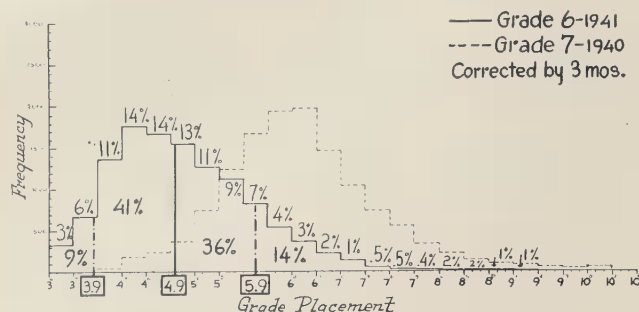
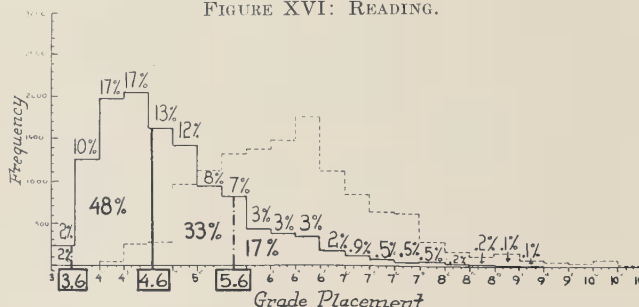


FIGURE XVI: READING.



year below the obtained average, compared with the per cent falling within the range of one year above the norm. Another way of stating this is that the curves are definitely skewed with a very wide spread of ability among the pupils who exceed the average for all colored pupils, but a narrow range of ability characterizing the pupils who fall below their own median. This is in part a function of the test. This is a serious matter since it means that a substantial proportion of the pupils taking the test are not adequately measured. In general, the range in the achievement within the colored schools is greater than the range within the white schools with many pupils in the colored schools achieving grade equiv-

TABLE 11. PER CENT OF PUPILS FALLING WITHIN GIVEN RANGES
IN RELATION TO NORTH CAROLINA—MEDIAN—ALL COLORED PUPILS

	Below North Carolina Median	Above North Carolina Median
	More than 1 year	More than 0 to 1 year
1. Reading	2%	48%
2. Vocabulary	8	42
3. Arithmetic Fundamentals	4	34
4. Arithmetic Problems	3	32
5. English	23	47
6. Literature	17	25
7. History-Civics	14	26
8. Geography	10	25
9. Spelling	23	31
Total (Average)	9	41

TABLE 12. PER CENT OF PUPILS FALLING WITHIN GIVEN RANGES IN RELATION TO RESPECTIVE ADMINISTRATIVE MEDIANS—COLORED PUPILS

	Below Respective Median by						Above Respective Median by					
	1 year or more			0-9 months			1 year or more			0-9 months		
	Cities		Counties	Cities		Counties	Cities		Counties	Cities		Counties
	Large	Small		Large	Small		Large	Small		Large	Small	
1. Reading	10%	5%	1%	40%	45%	49%	36%	33%	35%	14%	17%	15%
2. Vocabulary	10	10	6	40	40	44	36	35	35	14	15	15
3. Arithmetic	9	10	9	41	40	41	33	31	31	17	19	19
4. Arithmetic Problems	10	6	3	40	44	47	33	25	29	17	25	21
5. English	25	19	19	25	31	31	32	25	25	18	25	25
6. Literature	22	19	15	28	31	35	37	30	31	13	20	19
7. History-Civics	13	17	12	37	33	38	32	32	33	18	18	17
8. Geography	10	10	7	40	40	43	36	33	33	14	17	17
9. Spelling	25	23	20	25	27	30	27	25	26	23	25	24
Total (Average)	9	10	5	41	40	45	37	37	35	13	13	15

alents at or above the average performance of white children in the same grade. In the case of the complete battery average, 10 per cent plus of the colored pupils achieve a grade equivalent of 6.1 or better, and the range of grade equivalents runs up beyond the ninth-grade level. Considering these data collectively, it must be said that the problem of greater variability, which was noted for the white children in the sixth grade, is exaggerated in the case of the colored pupils.

Specifically, the greatest homogeneity is found in reading, where 82 per cent of the pupils achieve grade equivalents within the range of plus and minus one year from the state-wide average. The greatest variability is found in English, where only 53 per cent fall within the specified two-year range. The rank order of subjects is as follows: reading, 82 per cent; arithmetic fundamentals, 78 per cent; vocabulary, 76 per cent; geography, 74 per cent; arithmetic problems, 72 per cent; history-civics, 67 per cent; spelling, 58 per cent; literature, 58 per cent; and English, 53 per cent. This order will be seen to differ somewhat from the order reported for the white schools which was: geography, 74 per cent; history-civics, 68 per cent; vocabulary, 67 per cent; literature, 63 per cent; English, 62 per cent; reading, 62 per cent; arithmetic fundamentals, 61 per cent; spelling, 59 per cent; and arithmetic problems, 55 per cent.

TABLE 13. NORTH CAROLINA SIXTH GRADE TESTING PROGRAM — JANUARY, 1941, DISTRIBUTION OF MEDIAN TOTAL SCORES OF INDIVIDUAL ADMINISTRATIVE UNITS—ALL COLORED PUPILS

[illegible]

Table 13 shows the distributions of median scores by administrative units. Compare this with table 8 for white pupils. This table shows the same striking

(Continued on Page 12)

The Evolution of the Science Program of Study In Secondary Schools

By NATHANIEL COOK



THE beginning of the study of science in the school program dates back to the time of Comenius in the early part of the seventeenth century. Comenius, who introduced the inductive method, was soon followed by Rousseau, Pestalozzi, and Froebel. Rousseau and Pestalozzi particularly promoted the study of nature and stressed the importance of the outdoors and field excursions. The interest in science was kept alive by Herbart, a pupil of Pestalozzi. It was Herbart who emphasized the importance of securing the interest of the child, which is still a basic idea in teaching science.

The beginning of modern science in education actually began during the eighteenth and nineteenth centuries. This was due no doubt to the great increase in exploration, discovery, and invention. The advancement in astronomy, bio-chemistry, chemistry and physics made the place of science in the curricula more secure. It was during this era that the Latin-grammar school, the academy, and the high school started. With the growth of these schools came the development in the teaching of science. This science called natural philosophy, was mostly physics, chemistry and astronomy, with a little of zoology and botany. The science taught in all of these schools was very formalized subject matter. They were taught primarily as a preparatory course for college.

The tendency to teach science as well as other subjects in secondary schools as college preparatory courses is still present in the twentieth century. This is due in part to the college influence which has dictated the policies of the secondary school and demanded certain units as college entrance requirements. A criticism of this tendency brought about a study on

a large scale of the program of studies of the high school. As a result of this investigation there has been a demand for a reorganization of the entire secondary school curricula. This naturally necessitated a revision in the science program of studies. The opinion of the Educational Policies Commission is that there is still further need of revision in the science courses of study particularly in chemistry and physics. The trend today is away from the subject-centered curriculum toward the social-centered curriculum, from the non-functional toward the functional.

The beginning of the junior high school in 1909 with the curriculum planned with the child as a center witnessed the rise to importance of general science. Although the general science movements date back to about 1900, it was the five years following 1910 that its most rapid growth took place in this country. During this same period, however, the general science course was made up of the formal subjects of physics, chemistry, botany, and zoology and taught as such. Due to the negative attitude of science teachers the real integrated and functional science course is just emerging.

Some current criticism of the textbooks used in general science is that the words used are beyond the understanding of junior high school pupils. So often the vocabulary used in science is more difficult than the mathematics. A number of investigators, including Pressey, Powers, and Pohly, have analyzed textbooks in general science and tabulated the frequency of occurrence of scientific terms. All the studies agree in revealing a large list of unimportant or uncommon and difficult words. A similar study of textbooks also reveals that the average length of sentences used is twenty-one words, whereas the av-

erage sentence used by an eight or ninth grade pupil is composed of nine to ten words.

Much attention has been devoted in research in trying to find the interests of pupils and parents. Pollock carried out an investigation in Columbus, Ohio, with all the eight grade students. Shortly afterwards Curtis made two studies. The first study was an attempt to find the interests of general science pupils and their parents in urban districts. The second dealt with the interests of rural children in the ninth grade.

The results from all three of these investigations show much agreement. Electricity, stars, radio, the sun, moon, and the earth appear among the first ten of every list. Other topics of interest were planets, lightning, plants, and animals.

A large group of students in this phase of scientific research have analyzed textbooks, courses of study, and examinations in science to determine how much space and emphasis are given to health instruction in science. The results here also agree to a great extent. It was found that courses of study generally devote more attention to health than do textbooks. Health topics included in most sources are usually the same. The analyses reveal also that textbooks in general science and biology devote from one-third about one- to one-half of their space to health, whereas chemistry and physics tenth and one-fiftieth, respectively, to health.

It is evident from the many investigations and analyses of science texts and courses of study that there is an urgent need for further revision, or modification.

The science program of studies should be built primarily around the interests and experiences of the child. The major topics of science should include electricity, radio, the sun, stars, planets,

plants and animals. Biology courses could easily devote more time to the study of the human body and its care, with less emphasis on zoology and botany. Chemistry and physics programs would prove more interesting, and be more beneficial if they devoted more space to the study of the home, farm, industry, and everyday phenomena. These courses could be built up around the automobile, heating the home, air-conditioning, using textiles, and clothing, using water, electricity in the home and many other topics which pupils and parents talk about, therefore, are interested in.

Studies of vocabularies show a definite need for the use of more common and non-technical words. In general science, biology, chemistry and physics the present terminology is far beyond the understanding of high school youth. Teachers must also adjust their language to those whom they would teach.

The promotion and maintenance of health, one of the major aims of education, has been particularly neglected in chemistry and physics courses. The relation of health to water purification, insecticides, cosmetics, and use of quack medicines in chemistry, and proper ventilation and heating of homes, proper illumination in physics, and other topics should be integrated in these courses. A healthy community is usually a good community.

More attention should be given in the senior high school science program to the vocational needs of the pupils. This program should be flexible enough to meet the needs of a particular group or community. Biology, chemistry, and physics can be of more practical use to prospective cooks, maids, nurses, farmers, plumbers, mechanics and housewives. If

science courses are going to meet their outcomes, if they are preparing students for life, they should give better preparation in vocational and leisure time activities than is manifest at present.

The science program of study whether fused, integrated, or specialized ought to contribute more toward the development of the ideal individual and a better society. This can be attained by inculcating the scientific attitudes into every boy and girl in the secondary school. Teachers should use every opportunity to develop open-mindedness, critical thinking, objectivity, suspension of judgment, and tolerance. Scientific thinking can play a big role in bringing about a better human relationship and social justice. The science textbook writer, the science curriculum and the science teacher may aid the pupil to make better adjustments in his economic and social life which becomes more complex each day.

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By D. W. THOMAS

Dudley High School
Science Department

PRIMARY SCIENCE RIDDLES

By HELEN HOLMES BOOKER

First Grade, Greensboro City Schools
Greensboro, N. C.

ANSWER THESE RIDDLES:

- I. I walk on land.
I swim in water.
I eat insects and water plants.
I lay eggs.
I carry my house on my back.
Who am I?
- II. My house is a shell.
I move slowly.
I have two feelers.
I have one foot.
I like cool, damp places.
Who am I?
Draw me.
- III. I have six legs.
I hop about in the grass.
My ears are at the sides of my stomach.
I die when winter comes.
Who am I?
Draw me.
- IV. I live in water.
I eat insects that harm gardens.
I sing, "Croak, croak."
I have four legs.
I sleep all winter.
Who am I?
Draw me.
- V. I am busy all summer.
I gather nectar and pollen.
I mix the pollen of the flowers.
My family is very large.
In winter I seal myself in my house.
Who am I?
Draw me.
- VI. I am kept busy hunting for food.
I have six legs.
I use my feelers to find food.
I make my home in the ground.
I am called, "Mother or Queen."
Who am I?
Draw me.

I read to my class about the turtle, snail, grasshopper, frog, bee and ant. I also showed them pictures of each. I questioned them about each.

The above riddles were formulated to summarize each animal studied. These riddles provided worthwhile interesting seat work.

An Evaluation of Teaching Materials Found in the Five and Ten Cent Stores

By NATHANIEL COOK

Grammar Grade Teacher

Kimberley Park School

Winston-Salem, N. C.



VERY often many of us who are charged with and interested in the direction of the learning and learning activities of boys and girls find ourselves facing a great problem of finding suitable materials which will help us in our task. At many of the five and ten cents stores there is a storehouse of materials that are very inexpensive yet they are indispensable to efficient modern teaching.

Over a period of years, I have used to a great advantage materials from this source. I have, from time to time, stopped to consider the educational and teaching values of such material as one may find in these stores. I have found a wealth of correlative and supplementary reading for boys and girls of the elementary school age. I would like to share my findings with many other teachers with the ever present hope that they, too, will meet the challenges of an ever awakening youth in the presentation of subject matter and remedial materials from day to day.

For supplementary and remedial materials, there is a very wide selection from which to choose. Books and reading matter range from a pre-primer level to materials that include many of the standard classics. The seventh or eighth grader whose reading ability is below the average will find relief, enthusiasm and interest rather than embarrassment and discouragement in these ungraded reading books. The illustrations and drawings are colorful and very appealing to the eyes and imaginative feelings of young children. Many of the favorite stories that children enjoy reading from other

sources and in books that are too expensive for them to purchase have been placed in books that cost only a dime. Such books as the following have been found to be suitable, useful and popular with boys and girls of elementary school age: *The Story of Jesus*, *Little Black Sambo*, *Cinderella*, *Child's Garden of Verse*, *The Night Before Christmas*, *Legend of Sleepy Hollow*, *Jack and the Bean Stalk*, and scores of other favorite stories for children.

In situations where teachers have a strong desire and hope to develop a library in their own classrooms, there need be no worry about having enough books to realize this hope when books can be bought at such a nominal price. It has been found that the books will stand much handling from children and will last over a period of years.

In the realm of the social studies, again, we find teaching materials of intrinsic value. Materials which are authentic and accurate, yet, they are written in the language of the child and within his grasp. *Travel in America*, *Presidents of the United States*, *King Cotton*, *Eskimos* and *The Transportation Reader* are good examples. Those of us who follow the unit method or plan of teaching can find a wealth of material for their use and on the level of the child. No longer do we have to use materials intended for an adult for our centers of interest, units or activities. This problem has been solved somewhat for us in the inexpensive books.

There are times in the daily routine of every teacher's work

when he finds it necessary to have periods that are not of a subject matter nature. Play, quiet and free periods are dominant factors in modern education. The five and ten cents stores have followed us in this trend also. They have placed on sale for a very small sum many games, puzzles, maps, toys and the like which may be considered as accessories of learning. Think of boys and girls learning the names and location of rivers, states and oceans by playing with a jig saw puzzle of the United States! A child learning to recognize numbers by using a bingo set purchased from the five and ten. Many other games and puzzles that stimulate thinking and interest can be found on the counters of the five and ten cents stores.

These do not represent all of the teaching materials that one can use in teaching situations as you will find materials that will cover all areas of the school program, but it does give you an idea of the possibilities of the many things you see at the five and ten cents stores. These materials will bring added interest and enjoyment to the many boys and girls who face us from day to day.

Let's take time out and go around the corner to your five and ten cents store and see what it has to offer in the line of these materials that you can use in your particular situation. Such a visit may enable you to arouse the interest of many a dull or disinterested child who might have been classed among the "unreachables." Who knows?

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VOL. XIII

MARCH, 1942

No. 2

The Approaching Sixty-first Annual Convention of the North Carolina Teachers Association

For obvious reasons, the Executive Committee selected no convention theme for this year. It is keenly aware of the dominant thought in the minds of all loyal Americans. If we had selected a theme, it would likely have been: Our Schools and National Defense.

The Association will gather this year at the Winston-Salem State Teachers College, April 2, 3, and 4, in its sixty-first session.

The college is noted for its hospitality, and every teacher is awaited with the assurance of a most cordial reception.

The local committee is making preparation for the entertainment of a large number.

The Executive Committee is making every effort to secure, for the general sessions, speakers of outstanding ability. We are glad to announce that Dr. Ira D. Reid of Atlanta University, will address the assembly on Thursday night, and on Friday night an inspiring message will be brought by Dr. Harold Benjamin of Maryland. For the Friday afternoon session, brief addresses will be made by other invited speakers, though most of the afternoon session will be devoted to the business of the Association.

The Commissioner of Education, John W. Studebaker, and his Excellency, Governor Broughton, Dr. N. C. Newbold, State Superintendent of Public Instruction Clyde Erwin, have been invited to appear on the Friday afternoon program or at one of the evening sessions. Election of officers and the report of auditors will take place on Saturday at the Saturday meeting which begins at 11:30 a.m.

The various sections are preparing interesting programs for the day meetings for Friday and Saturday mornings.

The programs for Saturday morning for the sections must end promptly at 11:30 a.m. The local committees will have charge of arranging suitable places for sectional meetings, as well as general sessions.

Mr. John W. Mitchell will respond to the addresses of welcome on behalf of the Association.

We are sure ample accommodations will be provided by the local committee either in the college grounds or near the college.

Social features are being provided for the entertainment of teachers and in order to share in them the teacher must produce his membership card.

Buttons will be provided for teachers in attendance.

The musical features are in the hands of the local committee for all general sessions.

Many teachers have already paid memberships and have their cards. These must be brought, as we cannot make duplicates.

Teachers who have not received cards, immediately upon arrival should come to the office of executive secretary and get them. There is no need of waiting until Friday afternoon, you will have to be in the business meeting perhaps the whole afternoon.

We are urging the various units and individuals to send in rosters and dues at once. Please do not wait to get to the meeting to pay.

From past experience you know the strain you put upon us in the office when you came in fifties and hundreds on Friday. Avoid the rush.

We will send cards the day we get the roster up to April 1. Cards are now ready.

NOTES

It is hoped that those responsible for reviving the Department of Elementary Principals and Supervisors, will arrange a program and appoint temporary officers for the approaching meeting. The Executive Committee heard with favor the request of a group for organizing this department, but we produced ample evidence that the department had merely lapsed from inaction. It is a part of our set up.

We must ask our worthy and appreciated contributors of articles for the RECORD to be patient. Articles already set up at the printers have been held out because of imperative demands on our columns for printing certain articles of unique interest to the teachers. The supervisors of High Schools and Elementary Schools, Prof. Manley and Miss Marie McIver, have written earnestly requesting the printing of material on Tests of Elementary School Children of our own group and for sake of comparison the findings for white children.

To do this we have had to change our columns and give a great deal of space.

Fourteen pages of the October and January issues, inclusive, were devoted to membership rolls.

We will be glad to publish these articles in subsequent issues.

We call special attention to the printed ballot found in this issue. This matter will be settled at the approaching meeting and it is important that your vote reach the recording secretary in ample time to be counted.

The schools of Davidson County are here listed as 100% on information just given by Mr. Don Wooten.

West Southern Pines School Dedicates Two Buildings



THE West Southern Pines School community witnessed one of the most important events of many years on Sunday, December 14, 1941, when two buildings

were dedicated for the school. The buildings dedicated were the Industrial Education Shop and the Home Economics Cottage, which makes three buildings in the present school plant.

The program was well planned and carried out with a patriotic air. Superintendent P. J. Weaver introduced the speaker, Mr. John A. Lang, NYA Administrator for North Carolina. Mr. Lang in his address stressed the need of more practical work for a greater national defense. The man who is not afraid to soil his hands is the man who will be of the most value to America in this crisis. According to Mr. Lang, America strayed from this ideal and was fast becoming a nation of people who believed that clean soft hand job is the one of highest intelligence. The present world has changed the situation and America can see the need of more whole-hearted cooperation in every man-

Southern Pines, N. C.



HOME ECONOMICS COTTAGE, West Southern Pines School, Southern Pines, N. C.

ual industry. Therefore, Southern Pines was lauded for being among the first to realize this great need and be largely responsible for the construction of two fine, modern buildings for the training of Negro youths.

The two buildings were made possible by the School Board of Southern Pines and with the co-operation of the NYA of North Carolina. These buildings were designed and constructed under the supervision of Mr. T. U. Connor, the teacher of industrial trades. The industrial trades building was built in 1938 by student labor. The home economics building was built in 1941 and is modern in every respect. The cottage for home economics is the first of its kind built for Negroes in North Carolina. There are five rooms in the cottage with a large room for laboratory work.

The keys to the cottage were presented to Principal P. R. Brown by the chairman of the School Board, Dr. G. G. Herr. The keys were accepted graciously. The community gratefully acknowledges the liberal attitude of the School Board and community which believe that no community can succeed with one group trained and another untrained.

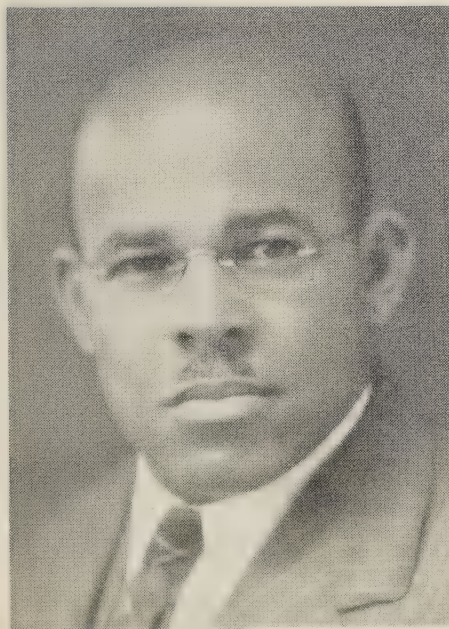
Miss Catherine J. Dennis, supervisor of Home Economics in North Carolina complimented Southern Pines for being the lead-

er in the state for Home Economics and industrial training.

The West Southern Pines School glee club was superb in the services. It is under the supervision of Mrs. J. S. Brown and Mrs. O. J. Saunders.

The school has made wonderful progress under the able leadership of the present principal, P. R. Brown. Since the coming of the present administration the school boasts of the following improvements:

1. Increased enrollment.
2. Increase of two teachers.
3. A larger library.
4. Home economics raised to Class 1-A.
5. New home economics building valued at \$6,000.00.
6. Industrial education added to the curriculum.
7. A new shop building, built by student labor and valued at \$6,000.00.
9. Grade twelve added to the curriculum.



T. R. BROWN, graduate of Palmer Memorial High in 1924, graduate A. & T. College in 1928, received M.A. from University of Michigan 1940.



T. U. CONNOR, of Southern Pines, N. C. Employed in the West Southern Pines High School Industrial Education Department. Received his early training in Lincoln Academy, Kings Mountain, N. C., where the foundation was laid for his industrial career. Here, the trades idea began and was developed through actual experience first as an apprentice with contractors and builders, later as an architect, contractor and builder himself. His education was advanced through studies at Livingstone College, the International Correspondence Schools, Scranton, Pa., and Research University, Washington, D. C.

Bennett College Goes On The Air For Defense

INTRODUCTION

The following article is taken from a radio address broadcast the night of January 8, 1942, from the campus of Bennett College, over the CBS network in the State of North Carolina, through the courtesy of Station WBIG in Greensboro.

Prepared by President David D. Jones of the college, and delivered, in his absence, by Acting Dean W. A. Banner of Bennett, the article introduced a series of programs which Bennett will send over the air each Thursday evening, from 8 to 8:15 o'clock, for the next three months. These programs have been arranged to help sustain civilian morale in the present war crisis, and to serve the public, as much as possible, through sharing the intellectual and cultural resources of the college over the radio. Each broadcast will include a talk by a member of the Bennett staff, with music by the celebrated Bennett Choir, under the direction of Dr. R. Nathaniel Dett.

President Jones' address was followed on January 15 by a talk by Dr. G. H. Evans of Greensboro, physician at the college. The remaining programs of the series are as follows:

<i>Date</i>	<i>Speaker</i>	<i>Topic</i>
January 22, 1942	Rev. P. A. Taylor, Instructor of Religion.	"Faith in a Time Like This"
January 29	Mrs. Blanche Raiford, Instructor of Romance Languages.	"The Need for Tolerance"
February 5	Mrs. Constance Martena, Librarian.	"Reading in Times of Stress"
February 12	Albert N. Whiting, Sociology Instructor.	"Contributions of Social Research in a World Crisis"
February 19	Miss Lois Taylor, Publicity Director.	"Molding Public Opinion Through the Press"
February 26	Dr. Alberta B. Turner, Head of the Home Economics Department.	"The Home and National Defense"
March 5	Miss Lenore M. Barry, Instructor of Stenography.	"The Role of the Stenographer in National Defense."
March 12	To be announced.	To be announced.
March 19	Miss Virginia Simmons, Dean of Students.	"Inter-American Cultural Relations and Defense"
March 26	F. Nathaniel Gatlin, Music Instructor.	"Music in National Defense"
April 2	Charles T. Ford, Science Instructor.	"The Biological Sciences and the Defense Effort"

THE series of broadcasts which are inaugurated tonight through the co-operation of WBIG, affords Bennett College an opportunity to attempt to do its part by means of radio broadcasts to build civilian morale. These broadcasts are another attempt of the college to serve its community.

Colleges today realize that they can no longer be isolated units which serve only their students. We of the college world realize that we have a definite obligation to the people who live near us. The people who live near us are our neighbors, and the parable of the good samaritan teaches us that those persons are good neighbors when they stop and serve those who have needs. How then can a college be a good neighbor to those who live within its

range? Well, perhaps it would be best that I should tell you what we here at Bennett College propose to do in trying to be good neighbors.

One of the main emphases in the series of broadcasts will be making clear the place which women can fill in the present national emergency. When America talks about manpower it is also talking about woman-power, for it will take every man, woman and child, working to full strength, to win this war. Certainly no one could have heard President Roosevelt's challenging address without realizing that the task is so stupendous as to call for the total strength of every American — white and black. There are certain facts which have come to light in regard to this last war which make it necessary that women should be stirring to their part in the war. This war can-

not be run without bombs and airplanes and tanks, nor can our kitchens be run without the science of nutrition.

The Choir: We have a choir which has attained some favorable comments for its work. We might be content to hear that choir sing ourselves at our Sunday vespers, and confine it to our student body and those who come to Annie Merner Pfeiffer Chapel for vespers. In our plans for these broadcasts, the choir will sing music which has lasted through the years — sometimes simple hymns, other times spirituals which meet varied moods, and at other times, music by our own director, Dr. R. Nathaniel Dett. Perhaps through these broadcasts of the choir you will allow Bennett College to come into your home and speak to you in your moments of joy and in your moments of

sorrow. It will be in no spirit of trying to show the choir off that our choir will sing, but rather in the spirit of ministration through the medium of the radio.

Consumer Education: Prices are going up every day. It is hard enough for all of us to live on the small incomes which we have. The Bennett College Consumer Education Division and the teachers of nutrition have accumulated a good bit of information which would help to cut the costs of living. A great deal of the morale of the country will depend upon the kind of food which you and your children eat. One can eat the same quantities of food and yet not have the vitality and strength and courage which good food can give. It is extremely essential that when we have only a little money to spend that we should spend it wisely. We here at Bennett College shall attempt to give information which will help to make the money go farthest and in that way seek to serve our constituency through the radio.

The Nursery School: Bennett College has a nursery school which has been operating now for four years. In that four years we have accumulated helpful suggestions for children. Child life has, in recent years, come to have a large place in our thinking. One of the difficulties which the world now faces is the fact that so many children throughout the world have been taught hatred and avarice and bloodshed as the way of life. Here in America we have had a growing concern for child welfare. There has been a constant and unceasing war on the death of children at birth, so that the life of the nation has been expanded because child life has been safeguarded. We have come to realize — although we have not done much about it — that a nation whose children are underfed and poorly housed cannot reach its fullest development. A large number of people today are sensitive to rickets and scurvy and tuberculosis, which may be the result of mal-nutrition.

There never was a time in the history of our nation when it was so important to care for children; for on the children of today will

depend the kind of nation and the kind of world which we shall have in the future. How the children may learn tolerance, how they may learn cooperation through play, how they may learn respect for various races, are all important items in our national economy. Bennett College will seek to give authoritative, truthful, and helpful information in the field of child care. It is only when every child in our nation is helped to reach his highest and best development that our democracy can be assured.

Home-Making: Home - building has always been the supreme task of women. But that task has been magnified and glorified by the emergencies which we face. This matter of home and home life never loomed so large in the nation's thinking as it does today when hundreds of thousands of boys are leaving their homes to go into the fighting forces. Many a mother is saddened though brave and proud, and many a son today looks longingly at that home which he took as a matter of course. This is our time to make home building so important that when peace comes, we will have something on which to build a better home life in our nation.

While Bennett College is emphasizing these areas in its program for maintaining civilian morale, it stands ready to accept further responsibilities which will contribute constructively to the war we are now engaged upon and which will hasten the peace we will eventually enjoy.

Necrology

TEACHER'S CAREER ENDS AFTER 44 YEARS' WORK

By PAUL R. DUSENBURY

Asheville, N. C.

With the recent passing of Miss Mamie Martin, the school system of this city sustained a distinct loss.

Miss Martin began her teaching here 44 years ago. During these years her ability as a teacher of outstanding qualities won for her

a place of unique distinction in the educational and general community life.

At the time of her retirement on July 1, of this year, she was principal of the Mountain Street Elementary School, in which position she had served 15 years.

Through her wide experience with children she developed matchless disciplinary qualities that were reflected in the conduct of those who came under her guidance.

She was instrumental in molding the lives of more than two generations among whom are some of the leading citizens of Asheville.

Her helpful influence in matters pertaining to education did not end with the child but extended into the home.

One of her many lovely qualities was her attitude of helpfulness to the young teacher.

In addition to being an active member of Calvary Presbyterian Church, Miss Martin was an ardent worker in the YWCA, Needle Work Guild and other civic organizations.

The esteem in which the long and faithful services of Miss Martin are held is fittingly expressed in an editorial comment in the *Asheville Times* the day of the funeral.

"The two races of Asheville today will pay a heart-felt tribute to the memory of Mamie Martin, Negro school teacher here over many years, a woman of fine capacities as a leader and teacher, one whose period of service goes back to the beginning of the Asheville public school system. People still talk of Mamie Martin's courage and presence of mind in the disastrous Catholic Hill School fire years ago.

"Less known but even more important are the unrecorded day-to-day labors and sacrifices she made for the improvement of her race. She well performed a noteworthy part in the growth of a better Asheville community. She will be long remembered; her good works will always be inspiration to those laboring in like fields of the public welfare."

During her entire teaching service Miss Martin was an active member of the State Teachers Association.—(Editor).

North Carolina Annual Testing Program, 1941

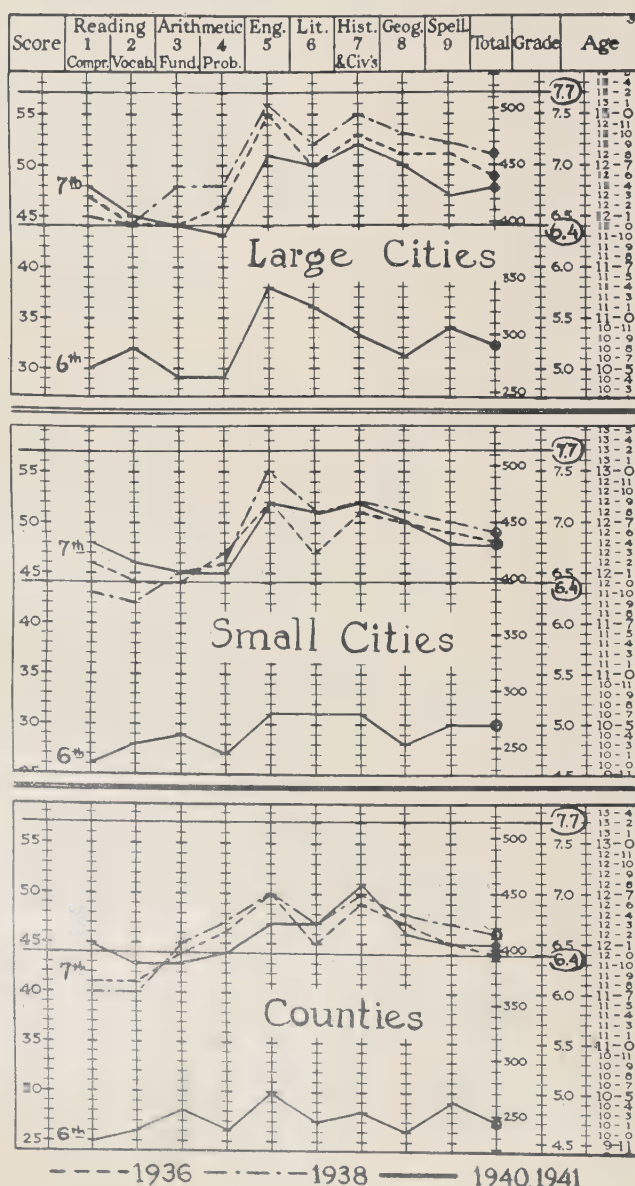
(Continued from Page 4)

differences between the performance from one community to another as was revealed in the analysis for white pupils. It is interesting to speculate on the extent to which these discrepancies are due to the basic abilities of the pupils, and the extent to which they are due to such factors as poorer teaching and less adequate educational opportunities. The administrative units falling in the very low levels in this table are those places where further study can probably be most profitably spent, although the entire achievement situation in the colored schools is far from satisfactory, judged by the standards of performance for white pupils.

Suggestions for improving instruction in Language Arts. Since the achievement in the area of language arts, with the interesting exception of essentials of

FIGURE X. RELATIVE PERFORMANCE OF ALL COLORED CHILDREN IN EACH SUBJECT AREA AND AVERAGE ACHIEVEMENT IN TERMS OF MEDIAN GRADE EQUIVALENTS FOR THE 7TH GRADE IN 1936, 1938, AND 1940, AND FOR THE 6TH GRADE IN 1941.

SEPARATELY FOR LARGE CITIES, SMALL CITIES AND COUNTIES



English, has been consistently low in every North Carolina testing program, some specific suggestions for the improvement of instruction in reading, vocabulary, and spelling may be helpful.

1. The first step in improving instruction in any area is to make the teacher aware of the deficiency in the current level of achievement. One of the major outcomes of such state-wide programs as we are concerned with should be this kind of unawareness. The fact that each administrative unit has received all the essential data to permit comparison of the unit's achievement with other units in the state should be put to good use in giving further stimulus to this kind of self-evaluation. A commentary by the superintendent on the standing of his unit in relation to the whole, including perhaps, a critical appraisal of the suggestions given here would be helpful. A low achievement level in certain administrative units may reflect a relatively less stimulating environment than that which characterizes other units or the population on which the Metropolitan Achievement Test was standardized. With some justice, it may be claimed in certain instances that the average mental ability level of the pupils involved is not as high as that of other units. These factors should not be considered as an excuse for low achievement, but as a challenge, for it is fundamentally true that it is only in rare instances that achievement really crowds upon the heels of the ability to achieve. In such situations, more than ordinarily must the school make up for the non-stimulating background and insure, by effective instruction, that pupils are learning efficiently what the schools have to teach. One of the most important considerations in such situations is the proper adaptation of the subject matter to the achievement potentiality of the pupils being taught.

2. Within her own class the teacher must become increasingly aware of the existence of real individual differences both in native endowment and in the ability to properly reveal that endowment through achievement performance. Tests may be used effectively in revealing school potentiality. The usual group intelligence tests are really measures of the effect of the total environment plus native endowment and as such probably are as good an indicator as anything of the place where the teacher has to begin her work. If what the teacher is interested in more specifically the ability to handle language, a test such as the Durrell-Sullivan Reading Capacity Test¹ is very helpful, especially if taken in conjunction with results on the associated Reading Achievement Test.

In the study of individual differences, the teacher must constantly ask herself whether, in any particular case, a failure to achieve is due to lack of capacity to grasp what is being taught at the level at which it is being presented, or whether it is due to some specific disability which correct diagnosis and remedial instruction will overcome. The use of the Class Analysis Chart will be found to be very helpful in sizing up the individual differences within the

¹ Published by World Book Company.

class. Consistently low performance in all subjects usually indicates a low level of ability to achieve while special disabilities often reveal themselves in erratic performance from one subject to another. In studying the individual differences of her pupils the teacher will find the keeping of her own individual pupil record cards a very rewarding practice. On these cards, she can enter what she thinks are the proper objectives for each pupil in light of his current level of attainment, suggestions as to specific types of instruction and stimulation which

TABLE 8. DISTRIBUTION OF MEDIAN GRADE EQUIVALENTS FOR THE COMPLETE BATTERY FOR INDIVIDUAL ADMINISTRATIVE UNITS— ALL WHITE PUPILS

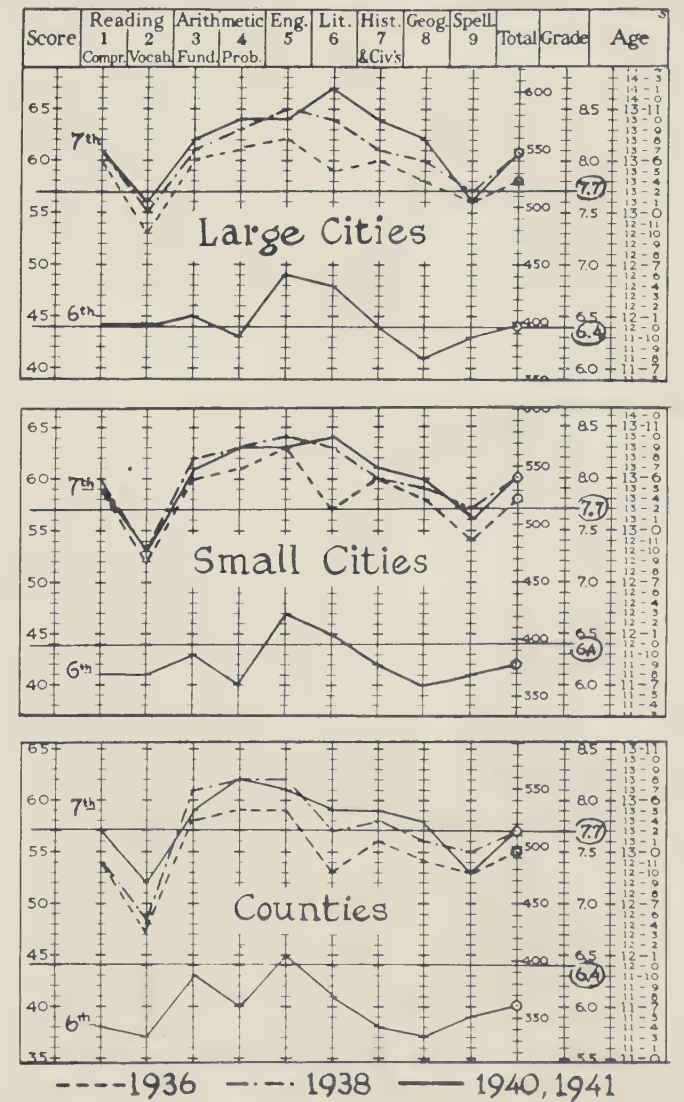
50			001*	
49			101*	
48			013*	
47			015*	
46			018*	
45			020†	
44			021*	
43			030*	
42			031*	
41			037*	
40			043*	
39			047*	
38			052*	
37			059*	
36			060*	
35			065*	
34			071	
33			072	
32			074	
31			080	
30			082	003*
29		009*	084	008†
28		036*	085	014*
27		070	086	017†
26		073	087	028*
25		076	092	029†
24		078	097	032*
23		081	099	033*
22		083	106	035*
21		089	109	041*
20		090	110	042*
19		093	112	044*
18		094	117	050†
17		096	121	054*
16		098	122	061*
15		103	125	062*
14		107	131	064*
13		123	132	068†
12		127	134	079
11		128	136	101
10		129	139	104
9		130	141	105
8		137	142	115
7		077	146	116
6		088	150	119
5		138	152	147
4		140	156	155
3		143	158	157
2		145	163	160
1	022—	165	166	170*
				161
				102

Grade
Equiv. 5.0-5.2 5.3-5.5 5.6-5.8 5.9-6.1 6.2-6.4 6.5-6.7 6.8-7.0
* The figures entered in the body of this table are serial numbers by means of which the identity of each administrative unit can be established and its relative achievement noted.

the case calls for and, finally, an accumulation of both objective and subjective evidence of the pupil's response to instruction. It may be said that such a program would require too much time for a teacher who has a large class to handle. As a matter of fact, it is the teacher with the large class who most needs

this type of analysis if she is to make the desired progress with her pupils. Such records will, in the long run, more than save the time they take. These teacher records are for the private use of the teacher and, as such, should have relatively little MUST data which often make the keeping of records a burden. For example, most record forms call for the entrance of height and weight data for all pupils. Such information is useless to the teacher except in those instances where a typical height or weight may influence the functioning of the individual in the classroom. Even in such cases the exact data may not be

FIGURE II: RELATIVE PERFORMANCE OF ALL WHITE CHILDREN IN EACH SUBJECT AREA AND AVERAGE ACHIEVEMENT IN TERMS OF MEDIAN GRADE EQUIVALENTS FOR THE 7TH GRADE IN 1936, 1938, AND 1940 AND FOR THE 6TH GRADE IN 1941. SEPARATELY FOR LARGE CITIES, SMALL CITIES AND COUNTIES.



as important as a note to the effect that John's excessive tallness embarrasses him in group activities and that under such circumstances his achievement is not typical.

3. One of the most pressing needs in many situations may be the need to enrich the reading program by the introduction of fresh materials more nearly correlated with the interests of the group. Often

where this is the case there is also a shortage of funds for the purchase of such extra materials. In such cases, there are few instances where a careful survey of the community will not reveal unsuspected resources. There is almost always a family who would be willing to pass along a good daily newspaper which could be of incalculable value even if it was a day or so old when it came to the classroom. In the same way, old magazines can be obtained after their purchasers have finished with them. In some communities second-hand magazines may be purchased if they are available in no other way. The advertising literature of various large industrial organizations is also a prolific source of material. Very often local Parent-Teacher Associations can be encouraged to add to the school library, either through cash or through contribution of suitable books which their own children have outgrown. In short, any resourceful teacher, if she really wishes, can add greatly to the material at her command.

4. In view of the almost universal low level of achievement in vocabulary throughout the state, a great deal of emphasis should be given to the need for conscious word building. The teacher should utilize every opportunity of the classroom to build

FIGURE III: PROPORTIONS OF WHITE PUPILS AT VARIOUS LEVELS OF ACHIEVEMENT IN EACH SUBJECT—STATE.

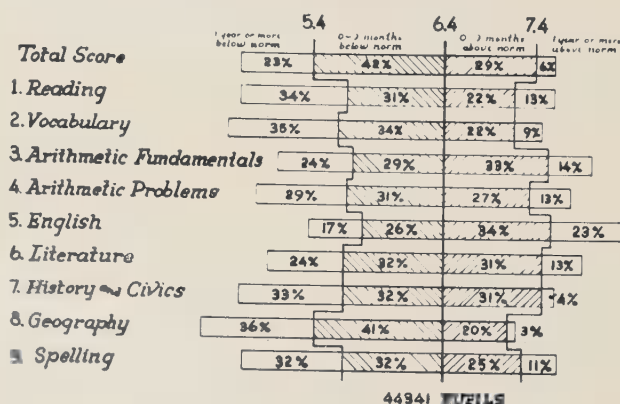


FIGURE IV: PROPORTIONS OF WHITE PUPILS AT VARIOUS LEVELS OF ACHIEVEMENT IN EACH SUBJECT—LARGE CITIES.

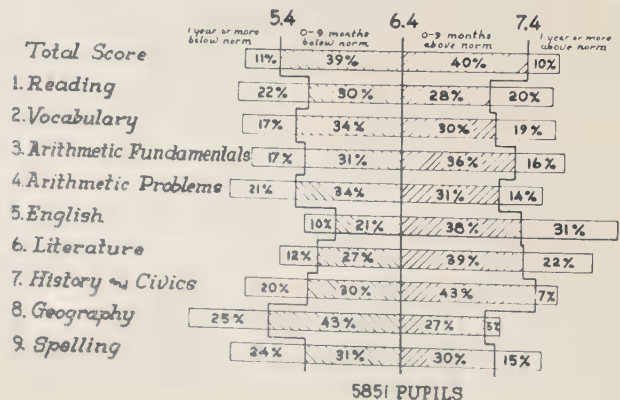


FIGURE V: PROPORTIONS OF WHITE PUPILS AT VARIOUS LEVELS OF ACHIEVEMENT IN EACH SUBJECT—SMALL CITIES.

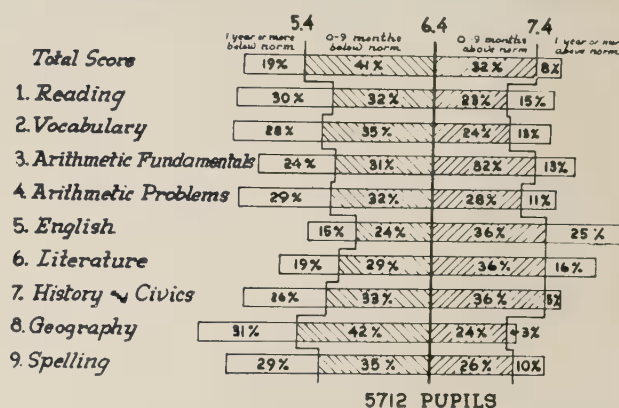
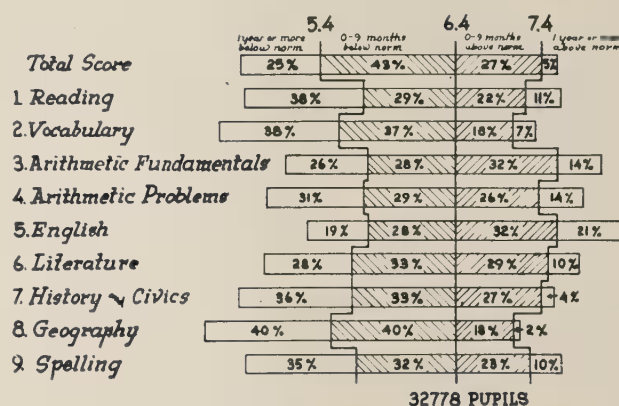


FIGURE VI: PROPORTIONS OF WHITE PUPILS AT VARIOUS LEVELS OF ACHIEVEMENT IN EACH SUBJECT—COUNTIES.



word power by continually insisting that pupils understand the words in all the materials presented to them. In history, geography, in English composition, in arithmetic, in fact, in every subject, new and difficult words should be singled out for special attention. Spontaneous quizzes in which the children are required to tell in their own words what the selected words mean will do much to stimulate interest and make the children themselves conscious of the word as the ultimate unit in adult language. Assigned and rehearsed oral reading will help. The constant use of the dictionary should be encouraged. Every classroom should be provided with a good dictionary and every child should always be free to consult it *at the time the need arises*. The Thorndike Century Junior Dictionary is excellent for its simple clear definitions.

5. Spelling is almost as serious a problem as word building if the evidence of the annual programs to date is to be taken literally. Here again an important element in successful instruction is making the child consciously aware of the need and desirability of spelling correctly. This is best done by letting the child see the consequences of poor spelling. For example, everyone has to do more or less letter writing and no one wants to make a bad impression

by having his letters full of misspelled words. Use may be made of this desire for social acceptability by requiring the pupils to write letters in the classroom on some assigned topic which will offer opportunity for misspelling of words. These letters can then be examined first for such spelling errors and only secondarily as examples of English composition. Encouraging the interchanging of letters with children in other parts of the country is another way of giving an added fillip to this type of exercise. Spelling bees are so well known as devices for applying some social pressure to the motivation of spelling as to need only passing mention. In teaching spelling from a text, the test-teach-test method has many obvious advantages especially if the teacher makes a word analysis of the results of the first test and puts the emphasis on drill on those words most commonly misspelled. An interesting variant of this is to present to the class interesting material in form of connected discourse which contains misspelled words. News stories and re-writes of magazine articles offer possibilities along this line.

If the number of educated people who are poor spellers can be taken as evidence, it may well be that spelling ability is to some degree a special ability, not just a reflection of a general level of mentality. For such naturally poor spellers, the teacher cannot do anything more important than to inculcate a "look-it-up" attitude for almost always a person knows when he is uncertain of the correct spelling of a word. Too often, lack of a sense of the importance of correct spelling may encourage carelessness in such a situation where a moment's trouble might not only result in a correct spelling in the specific instance but also help fix the word in mind for future reference.

6. The importance of differentiating the different types of reading which the child must use is difficult to over emphasize. The instructional program should make provision for developing a conscious awareness on the part of pupils of this "gear-shifting" in reading for a purpose. Reading arithmetic problems, directions for constructing some object, or recipes, are examples of low gear stuff and the pupil should be conscious of the need for a different type of attack on this kind of material than that called for in reading for pleasure or skimming to find a specific bit of information in a more inclusive context. The use of teacher-made exercises centering around the materials of instruction will be most helpful here. The use of the dictionary and of various types of indices also calls for specific instruction in order that the child may not waste time in undue trial and error learning. In short, the teacher should aim toward

the development of techniques which will enable the child to adjust his effort to the task in hand without waste of energy through useless trial and error learning.

Sing Me To Sleep

By CORRIE H. REYNAUD

Mother dear, sing me to sleep.
Sing to me in your accents sweet
Or say for me your favorite rhyme,
For dusk is here, it's lullaby time.

Mother dear, it's time to croon,
For the old Sand Man is coming soon.
Sing me to sleep, Mother dear
Me-thinks I hear his footsteps near.

Mother dear, sing me a tune,
Let me hear you croon and croon.
Ole Sand Man hears ye, croonin' away
Same as a Nightin'gale at the break o'day.

Mother whispered into my ear
Something sweet, yes something dear.
I can't forget how I lay there,
And listened carefully to that childhood prayer.

My mother dear, she sings again,
And closes with one grand "Amen."
Ole Sand Man to my bed doth creep,
But Mother dear has sung me to sleep.

Teach Us Thy Way

By CORRIE H. REYNAUD

Dear Lord, your help each day we need,
What'er our faith, or sect, or creed.
Teach us Thy way so kind and true,
In us Thy faith, O God, renew.

Teach us as Thou would'st any child,
To grow up humble, meek and mild.
As learners, we must in Thy footsteps walk;
To all crude living we must balk.

Teach us Thy way, just, true and sure.
Let us Thine every task endure,
From Thine appointed duties may we ne'er
retreat,
But ever in Thy presence and communion sweet.

The Child, The School and The Negro Teacher

By LEANDER L. BOYKIN

Fayetteville State Teachers College



We are living in a wonderful age—an age that has chosen as its ideal the giving of every youth a change, and the development of character through good workmanship. With this change in the conception of the relation of the child to society must come an increasing change in the conception of our schools and the role of the educative process. The one great purpose of education in school should be the development of good character, the power of thought, habits of right living and ideals of service. The qualities of good workmanship—earnestness, intelligence, thoroughness, neatness, industriousness, enthusiasm, honesty, perseverance, reverence, courtesy, and good manners must be stressed if our schools are to ascend in increasing power to the heights of their aspirations.

School life must grow out of home life. It must take up and continue those desirable activities and experiences with which the child is familiar. It should exhibit the problems of life, and reproduce them in such a way that every child will be cognizant of his own part in relation to them. A background of past experiences on which to formulate and build new ideals, standards of conduct, and living must be the aim of our educational institutions and the educative process.

Education must be made more specific. It must prepare boys and girls to meet successfully all situations that people in their normal lives as human beings face. Our schools must realize this fact, accept this responsibility, and see to it that society provides that type of environment and educational program, and facilities that will insure the training needed in meeting these life situations—prepara-

tion for health, for life in the group, civic relations, industrial and economic relations, preparation for a vocation, for parenthood and family life, the appreciation of the beautiful, worthy use of leisure time, preparation for reverence.

Our schools must do productive work. They must teach the dignity of labor with the hands as well as emphasize the benefits of intellectual achievement. They must teach the positive aspects and essential meanings as well as a love for the democratic way of life. If, as Professor Briggs contends, "Democracy is abstract and must be concretely applied to modern life; is intellectual and must be emotionalized; is drab and must be dramatized," it is the task of the school and the educative process to perform these functions that there may be developed abiding faith in democracy, and the ideals for which it stands.

It is not how large the school or bright the pupils, but to what extent they have acquired the ability to express themselves, to choose a life's work, to think intelligently. It is not how many curriculums the school offers, but how vitalized, how flexible when it comes to meeting the needs of actual problems faced by boys and girls; how adapted to individual differences and the environment of the students who participate in its offerings; how well it takes care of the interests and aptitudes of its pupils, and bridges the gap between the school and actual life situations.

It is not how many courses the student has taken, but what experiences, direct and vicarious, he has acquired that will enable him to solve life's problems; not the examples or propositions he has solved in Algebra or Geometry, but the degree to which he has

acquired the ability to reason, think independently, and control his selfish wishes and desires. It is not what has been gotten out of books, although this is important, but how much creative initiative, purposeful guidance, and to what extent individual freedom, correct discipline, proper methods of approach, fair play, desirable habits of work and study, and qualities of leadership can be seen as a result of what we call education.

The cultivation of persons who will live effectively, gracefully, and helpfully, not virtues that seem desirable, is most important.

No education of influence, however powerful it may be, can altogether overcome in after years the bias given the character of children by the daily examples of their teachers. What more gigantic task, then, has ever faced the Negro teachers in the schools of North Carolina? Are we as teachers able to meet and answer the challenge of the youth of our age? Have we common ideals and common aspirations born of thoughtful counsel for the solving of our educational problems? Are we coming into a new unity and realization of our duty and responsibility as teachers? Great characters have been moulded and guided by great teachers. Progress has been and is being made. But to successfully wield the influence necessary today for the development of worthy character, and the attainment of our ideals in modern society, we must have teachers who have knowledge; teachers with teaching skill and love of childhood; teachers clean in mind, body and soul; teachers who are honest, truthful, and absolutely worthy of emulation; teachers who are fair, unbiased, and unprejudiced; teachers who are reverent, respectful, and regardful of the rights of others; teachers who will fight in-

justice, immorality and inequality; teachers whose experiences have helped them to formulate a vision and philosophy of life, and who can stand on the hill of endeavor and guide those who would follow.

Guided by the same divine motive inspired David to serve his generation by the will of God, shall the teachers of North Carolina not also serve this generation, and inspire the youth of today to bring to mankind "a future less sombre than the past, and more promising than the present."

"If we work upon marble, it will perish; if we work upon brass, time will efface it; if we rear temples, they crumble into dust; but if we work upon immortal souls, if we imbue them with principles and love of fellowman, we engrave on these tablets something which brightens all eternity." — Daniel Webster.

Some One Is Passing

By E. OLIVIA NANTON
(For Choral Speaking)

Some one is walking slowly by,
I hear the sound of feet;
(Slowly)

Clip, clop, clip, clop, clip, clop,
As they pass along the street.

Some one is passing swiftly by,
I hear the sound of feet;
(Swiftly)

Clip, clop, clip, clop, clip, clop,
As they hurry along the street.

Some one is riding slowly by,
I hear the hum of the car;
(Slowly)

Zoom-mm, zoom-mm, zoom-mm,
zoom-mmm.

I wonder if they're going far?
Some one is riding swiftly by,
I hear the hum of the car;
(Swiftly)
Zoom-mm, zoom-mm, zoom-mm,
zoom-mm,
They must be going far.

Some one is flying slowly by,
I hear the roar of the plane;
(Slowly)
Tru-rrr, tru-rrr, tru-rr, tru-rrrr,
It's flying in the rain.

Some one is flying swiftly by
I hear the roar of the plane;
(Swiftly)
Tru-rr, tru-rr, tru-rr, tru-rrrrrr,
It's flying to catch a train.

How Can We?

By CORRIE H. REYNAUD

How can we to pupils tell,
If we stand and scream and yell
To our fellowmen and say:
Harsh and adverse this and that?

How can we as leaders be
Of help to gross humanity?
If we scorn and spurn and pan;
Our sincere fellow man?

Can we act or live a creed,
With the ones we try to lead;
If we pick and find a flaw,
With the ones who live the law?

How can we, if we are wise
Pester those and criticize;
Those whom God doth now employ,
Who shall bring to others joy?

What Is a Teacher?

By MABEL WYCHE RUSSELL
Charlotte City Schools

A Teacher Is:
One who gives his life to guide indeed,
A growing child to best knowledges and creeds
One who must to others enfold,
The very best that life can hold.
One who teaches with utmost pride,
How to be on the cultural and patriotic side.
One who lives each day for peace,
So that hatred and scorn can be released.
One who gets in return many a joy,
For in a **man**, he did shape the boy.
One who has a richer life to the end,
For he has made many friends.
One who goes through strife and pain,
Through bright sunshine and showers of rain,
Wearing a smile, spreading words of cheer and
hope,
Receiving nothing, but pushing others toward a
higher scope.

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I vote for present date: Thursday, Friday and Saturday before Easter..... ☐

I vote for..... ☐
Month 3 Days

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On to WINSTON-SALEM

*The North Carolina
Negro Teachers Association*

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Sixty-First Annual Meeting

—AT—

Winston-Salem Teachers College

WINSTON-SALEM, N. C.

April 2, 3, 4, 1942

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Volume XIII
Number 3

May
1942

North Carolina Teachers Record

Official Publication of the North Carolina Negro Teachers Association



Litany for a New A.E.F.

From *The New Yorker*

HENRY MORTON ROBINSON

Epaulettes of Farragut,
Powder-horn of Boone,
Hawaii's fateful morning,
Shiloh's fearful moon.
(Be with us as we embark.)

Lincoln's face, its sadness;
"That from these honored dead
We take increased devotion . . ."
Other things he said.
(Support us in the battle.)

Bayonets in Belleau Wood,
Song of Marion's men
Fox-holes in the Philippines,
Wake's grim garrison.
(Be an example unto us.)

Stars above our cornfields,
Morning-colored wind,
Snow, and wood-fires burning
On hearths we leave behind.
(Shine for us, dear beacons.)

*God of the hidden purpose,
Let our embarking be
The prayer of proud men asking
Not to be safe, but free.*



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The Role of the Negro College In the Present Crisis and In the Post-War Era

By JOSEPH H. DOUGLASS

*Instructor, Fayetteville State Teachers College
Fayetteville, North Carolina*

(An address to the College Section of the North Carolina State Teachers Association, Winston-Salem, North Carolina, April 3, 1942)



GREAT war always deflects the course of civilization; it severs many threads in the skein of life; it carries in its wake, demoralization, maladjustment and unhappiness, not to the few, but to the many. Negroes and Negro colleges are part of the many.

All resources of a nation must be considered in quite different perspective in war areas than in times of peace. In times of tranquility a harbor is a hub of commerce and a rendezvous for boatmen and aquatic enthusiasts; in wartime it is a strategic area necessary for the continued outflow of supplies to overseas fighting forces, and for the continued inflow of materials needed for war industries. In a peace time period a rugged coastline is the delight of artists and recreationists; during a war it is a frontier to be protected. Usually the capacity to produce metals, great bridges, and the power to turn the wheels of industry are factors indicative of the ability of a nation to produce the artefacts necessary for a high standard of living; in war times these capacities and abilities are viewed as potential sources of munitions. A large population might be of great concern to the socio-economists, fearing as Malthus thought that the population might outgrow the food supply, but in times of war a great population may be a source of a powerful army and a great labor force.¹

"War potential," is the term that describes the capacity of any resources—geographical, capital, human—to serve a war purpose. Negro men and women especially

those enrolled in college and those of college age are a part of America's military war potential. It is apparent, that the "potential" to be most valuable should be flexible in nature so that the period of transformation from peace-time inertia to war time activity, can be made with the greatest amount of celerity. It is perhaps, then, one of the prime duties of the Negro colleges to develop and train "Negro potential" in the needs of defense, offense and post-war reconstruction. As Dorothy Thompson has said, "America must win not only the war but the peace that follows."

The President of our nation in a letter to the American College Publicity Association, in July 22, 1941, said, "America will always need men and women of broad understanding and special aptitudes to serve as leaders of the generations which must manage the post-war world. We must, therefore, redouble our efforts during these critical times to make our schools and colleges render even more efficient service in support of our cherished democratic institutions."²

A sample survey of actual and potential shortages of male personnel in certain professional fields was conducted last summer under the auspices of the American Council of Education and the Senate Sub Committee in Military Affairs. Replies were received from 124 placement bureaus in colleges and universities in 37 states, 36 state directors of public education, 24 national professional organizations and 26 city superintendents of schools. The results demonstrate that already there is a serious shortage of male teach-

ers in vocational education, industrial arts, health and physical sciences. A shortage also appears to exist of qualified teachers in mathematics, commercial subjects, and band and orchestra conducting. There is an apparent surplus of male teachers of English, social studies, languages and fine arts. In fields other than teaching there was a serious shortage in business administration and accountancy, but no apparent shortage in personnel administration and guidance.³ Obviously then, the Negro college can continue in its present job of training individuals in an arrangement of learning most nearly harmonious with the Negro youths' abilities, interests, backgrounds and needs, and most especially in the world of life adjustments which, because of the nature of the age, shall become more and more complex.

That modern warfare involves the whole economic system of a country, scarcely needs demonstration. The preparation of defense and the actual prosecution of war makes inevitable a vast shift in the use to which our human and physical resources are directed. Certain factors, though not of controlling importance, may affect the ability to divert the economy to war uses, particularly if it is to be done largely through the normal voluntary inducements of the democratic competitive system. Among these there might be included, the savings habits of the people and their general thrift, a

¹ *Introduction to War Economics*, Brown University Economists, Brown University, Providence, R. I., 1942, p. 10.

² *Higher Education and National Defense*, Bulletin No. 11, p. 1, American Council on Education, Washington, D. C.

³ *Ibid.*, p. 2.

voluntary assumption of debt incurred in war finance, and a revaluation of the system of values. Very definitely then, it should be the role of the Negro College to provide the framework within which the shift from the peace time habits to the war time way of life might easily be made, not only for persons enrolled in schools, but for the community at large—the college, to show through example a lack of waste, a doing without frills and lace and an actual decrease in current expenditures. The college must cease being a winter resort, but a place of business where national and not local problems are uppermost. It is the duty of the Negro college to transform the student and those in the community from a civilian to a military role, in which efficiency, self discipline and restraint shall abide.

I quote from *Bates Alumnus* in an article by Dr. Robert M. Kamins for September, 1940:

"American universities should be central training posts in the preparedness program. The experience of the last war points out several lessons, which if learned, will maximize the contributions of the colleges:"

1. Universities can function only when they have students. Both undergraduates and graduates must be encouraged financially, as well as morally, to complete their training; only in this way can a supply of skilled experts be guaranteed.

"2. It must be recognized that national preparedness requires more than soldiers, fliers, doctors and engineers. Trained physicists, chemists, mathematicians, geographers and biologists must be put to work on the countless tasks of preparing a mighty defense. Fuels must be improved, explosives developed, ballistics studied, maps corrected, sera prepared." Unquote. (It is true that all of those fields are at present not open to Negroes but it is my opinion that with the increasing demands for the skilled many doors shall be opened regardless of the color of the person whom would enter.) Continue the quotation — "Social sciences and the humanities as well as the natural sciences can make invaluable contributions as

our government expands to assume increasing duties. More administrators must be trained. Statisticians will be needed to accumulate and interpret the raw data of our land and our people. Language students must be ready to aid our communications and our intelligence service. At the moment, students trained in Portuguese and Spanish can be a great asset in gaining the cooperation of the South American countries. Anthropologists and psychologists can help in the huge task of fitting men to their best post, while psychobiologists find optimum conditions of employment for soldiers as well as industrial workers. Economists will be needed to help solve the problem of production and distribution which hinder our economy. Public finance men must devise methods of paying the tremendous cost of war. Journalism students can aid the government propaganda experts in getting the greatest effort of the entire nation in the complex task of strengthening America.

3. Research must be maintained at a high level. Practical training is not enough for the needs of quick changing modern warfare. During World War I our universities did not sufficiently concentrate their efforts on discovering new instruments and techniques. . . . Above all patriotism of a characteristic tinge must not curtail freedom of teaching and freedom of research as it did in the last war.

The universities of the nation must be used to their capacity. It is bad national policy for the schools to work part-time while the factories work overtime. Faculties must be enlarged; enrollments should be increased. The colleges should as never before, seek out and train those who can make good use of knowledge and skill in the service of the nation. . . . Although many particular courses in military technique may well be taught in the colleges, no basic change in program seems wise. As Dr. Edward Thorndike said in 1918, "Not only should the universities be kept as universities for the nations' sake; in all frankness, they are not of much use for any other purpose."⁴

The conclusion drawn from the Conference of College and University Presidents and Representatives of National Defense Agencies is that education as such, in defense, and parallel with that, the demand for trained personnel places a heavy responsibility upon colleges and universities to improve the guidance of students. Such guidance should provide for the best long time placement of the individual according to his aptitudes but also should provide information on the best adaptation of the individuals' abilities in the emergency efforts. It was recommended that the institutions prepare a roster of students, faculty and alumni, classified in terms of areas in which each is prepared to render effective service, and be prepared to provide a list of such individuals to local or national, industrial or governmental defense agencies. Conversely colleges should keep their students and alumni informed of changing personnel needs in the defense training program.

To assist in effective classification of students inducted into military service, colleges and universities were urged to prepare a brief statement of the interests, aptitudes and special abilities of each student, in order that he may personally present it to the appropriate classification officers at the time of the students' assignment to duties in the armed forces.⁵

College authorities were urged to discuss with local officials of the Office of Civilian Defense the means through which they could render the most effective service in their communities.

(Courses in training police, fire and medical protection are available from the O. C. D. in Washington, D. C.) There are, and will be many opportunities for service, but local needs determine the degree of participation.

Many times throughout the conference, the need of building and maintaining morale was emphasized. Concrete suggestions in-

⁴ *Education Trends*. Article by P. M. Kamins, Northwestern University, Evanston, Illinois. September-October, 1940.

⁵ *Higher Education and National Defense*, American Council on Education, Washington, D. C., Bulletin No. 15, September 19, 1941.

★ “Negro North Carolinians— Which Way”? ★

[Address of DOCTOR N. C. NEWBOLD, Director of Negro Education, N. C. State Department of Public Instruction, before the North Carolina Negro State Teachers Association, Winston-Salem Teachers College, April 3, 1942—2:00 P.M.]



NOT many years ago, James Weldon Johnson published a book. The title was: “Negro Americans, What Now?” In his book, Dr. Johnson challenged the attention and the keen interest of Negroes throughout the country, and of thoughtful, social-minded white persons everywhere. He focused attention upon certain conditions in American public life, which ought and, no doubt, will be made better.

In this address, I am using a topic similar in meaning to the title of Dr. Johnson’s book. The desire here is to direct your attention to conditions, some of them past, and some of them present, in North Carolina. “Negro North Carolinians, Which Way”? raises an important, even an emphatic, question concerning the trend of thinking and acting of the leaders of the Negro race within this Commonwealth. That is to say, will you consider what is stated in this paper as restricted to affairs in our local communities, and in the State, but not applying to National or world conditions?

North Carolina has an area of about fifty-thousand square miles; has a population slightly above three and one-half million souls. Of the total two and a half million are white persons and Indians, and a few other racial groups, and one million Negroes. To be exact, as shown by the 1940 census, 981,000 Negroes.

In this State with its total of three and a half million people we have what amounts practically to a one-party system. For forty years the State has been controlled and guided (and the word **guided** should be **emphasized** rather than the word **controlled**, by this one political party. The opposition

party has been able during that forty-year period to elect almost no one to an office of State-wide significance. In the General Assembly the past most recent sessions only a handful of members of the opposition party have served. However, within the majority party, which has been referred to as constituting the one-party system, there have emerged two schools of thought or leadership, viz: what may be termed liberals and conservatives. Perhaps a more accurate definition would be **liberal progressives**, and **conservative progressives**. This is true, because no administration since the turn of the century has dared, and I think that is a good word, to become too conservative, or bordering slightly upon the **reactionary**—with one possible exception, and that has been a quarter of a century ago.

It should be said here that the terms liberal and conservative as used above are not exactly synonymous with the two party groups known by the same titles in England. The people of this State, by and large are liberal and progressive. Anyone familiar with the primaries and the elections for State officers in 1936 would be willing to say that liberal-progressivism certainly characterizes the thinking and acting of many thousands of North Carolinians.

It will be admitted that there are some reactionary elements in our population, but the fact that for forty years the trend of legislative, and all governmental activity has been progressive, should encourage a hopeful and cheering outlook for education, agriculture, health, welfare, industry, and all other major activities of our people of all races.

Some persons have estimated that seventy thousand Negroes exercised the privilege of voting in

the elections of 1940. It is true, also, that some white citizens who were candidates for public office advertised their candidacies in Negro newspapers. Along with the formal printed notices were published the pictures of persons running for office. Among those who thus published such notices appealing for votes were: a candidate for the Congress of the United States; a candidate for solicitor in our State courts; members of the General Assembly, both House and Senate; and others who were seeking local offices.

All of these facts would probably be considered, as some indication at least, that North Carolina has a liberal-progressive government.

Within the forty-year period under discussion some educational achievements of that period deserve mention here. Almost exactly forty years ago, Governor Aycock was having a difficult contest with members of the Legislature in regard to the education of Negroes. A large number of the members of the Legislature, most of them members of the Governor’s political party, were insistent that there should be a division of taxes paid for public schools; that taxes of white people should all go to white schools, and taxes paid by Negroes alone should be used to support Negro schools. For a long time the Governor tried to persuade such members that their proposal was not only unfair and unjust, but was also unconstitutional. Even then they persisted in their attempts to block the possibility of establishing and maintaining any Negro schools. Finally, Governor Aycock became angry, exasperated—threatened to resign his office as Governor and return to his home in Goldsboro to resume the practice of law. That

declaration destroyed the morale of the group in the Legislature and they gave up the fight to divide taxes between the races for schools according to the amounts paid by each. No such proposal as that has arisen in the General Assembly since that time, so far as I know.

While Governor Aycock was engaged in the contest with his General Assembly, his State Superintendent of Public Instruction, Dr. J. Y. Joyner, was developing plans for the beginnings at least of a State public school system. In his first report in 1903 he stated what now is regarded as a fundamental truth: "The State's responsibility for the education of the child is the same whether the child is wrapped in a black skin or a white one."

For seventeen years Dr. Joyner was head of the State's public school system. Throughout his administration he insisted that improvements should be made in the Negro schools and colleges every year. He laid the foundation in the public consciousness of the entire State for many of the remarkable gains that have been made in public education to this good year of 1942. It seems appropriate and fitting that you should know of an honor and a distinction that was offered to Dr. Joyner thirty years ago. The great Foundation established by John D. Rockefeller, Sr., in 1902, known as the General Education Board, offered him a position as head of another Rockefeller enterprise. This would have meant a large increase in income as well as an opportunity for almost world-wide service in education and health. Dr. Joyner declined the offer because he said he felt that such ability as he possessed should be devoted to his native State.

About five years ago, when Mr. John D. Rockefeller, Jr., who was then chairman of the General Education Board, retired from that position because he had reached the age limit of sixty-five, he presented a written statement which was a brief historical account of the founding and work of the General Education Board established by his father. In that statement, since printed and distributed, Mr.

Rockefeller referred to Dr. Joyner as follows:

"The executive directorship of the Rockefeller Sanitary Commission was first offered to Dr. J. Y. Joyner, the Superintendent of Public Instruction of North Carolina. I remember with what bitter disappointment and regret Mr. Gates and I viewed Dr. Joyner's declination of the post."

Within the entire forty years under discussion, North Carolina has had only four State Superintendents of Public Instruction. Dr. E. C. Brooks, in whose administration one of the most significant steps ever undertaken in the development of public education in this State was begun. That was in the early 1920's, and may be designated as the teacher certification-salary promotional program. This tied up inseparably certificate standards with salaries. Every raise in certificate rating up to eight or nine years of experience brought a corresponding definite salary increase. The legislature approved the plan, but soon Dr. Brooks had to defend it from two directions. Members of the General Assembly complained that certain of their kindred and friends could not meet certification requirements and were either forced out or were penalized in salary. The second complaint was that Negro teachers acquired certification status and were guaranteed the same proportional increases in salary. This contest between Dr. Brooks and some members of the legislature continued for several sessions of that body. The State Superintendent finally won what was a righteous settlement. Dr. Brooks' vigorous support of this program for teachers has, among other benefits to teachers, undoubtedly helped to set the stage for another momentous gain for Negro education, viz: the beginning of the reduction in salary differentials in 1939.

The third State Superintendent since 1900 was Dr. A. T. Allen. Throughout his administration he conserved the progressive steps taken by his predecessors in behalf of Negro schools and added to them important contributions of his own. He developed improved courses of study for the

schools, and insisted that they should be offered in all the State's public schools, whether for white, Negro or Indian children. He urged that it was wiser for all people of the State to build better buildings for Negro children, to train superior teachers for them, to establish adequate high school facilities, provide transportation, and make all other needed improvements voluntarily because it was right, legal and just, rather than to have dissatisfaction and some untoward events to occur to produce friction and trouble between racial groups. Dr. Allen, who passed away a few years ago, was a true friend to Negro people as well as to all people in the State.

Before discussing the present situation, two or three other matters coming within this modern era since 1900, must have at least brief attention.

First. The man who founded this institution, nursed, tended and developed it, cannot be overlooked in even a cursory hurried review of public education in North Carolina covering the last forty years. Your organization pays a deserved tribute in dedicating your very attractive program to the memory of a distinguished educational leader and citizen, Dr. S. G. Atkins. As I knew him and admired him over a period of many years, I think I was most deeply impressed by two, of what I may call his devotions. If I understood the inner make-up of the man, he had two great public loves—one was his own race, and the other the State of North Carolina. The intensity, the strength, the ever-enduring quality of his devotion to these two were immeasurable. I do not know if there was a first or a second with him as between these two. It is my opinion he would readily, if called upon to do so, have given his life for his State or his race. Indeed, if facts which are available are studied, it will be seen that he did give his life for both.

Time forbids bringing to your attention even a brief account of the services Dr. Atkins rendered to this association. In a single sentence I will suggest that you consider his work in rebuilding the

Minutes of the General Session of the Sixty-First Annual Meeting, North Carolina Negro Teachers Association, April 2-4, 1942

By MAUDE MITCHELL JEFFERS



THE first general session of the sixty-first annual meeting of the North Carolina Negro Teachers Association was held in the Fries Auditorium of Winston-Salem Teachers College at 8:00 p.m. with President F. L. Atkins presiding. A capacity audience of patriotic teachers and educational leaders joined in singing "The Star Spangled Banner," after which Rev. Kenneth R. Williams gave the invocation. Welcome remarks, which were cordial and inspiring were made by Supt. John W. Moore of the city schools, who wished the teachers a pleasant and profitable stay. He expressed his appreciation for the college and for the good work being done in the educational system by all the citizens. Supt. T. H. Cash of the Forsyth County Schools, stated that the life and works of Dr. Atkins and his noble family at Teachers College should be an inspiration to all who came to the college.

Rev. G. Haven Caldwell, who extended welcome on behalf of the Negro citizens, told of the many fields of Negro business and industry in the city all of which extended greetings and welcome to the teachers.

Mayor Richard J. Reynolds made a plea for the teachers to teach the children the democratic ideal during the war crisis and years to follow. This, he suggested, will help in life problems for "what a child is taught the man believes."

The response was given by Mr. John W. Mitchell, State Agent Agriculture for Negroes, who expressed the appreciation for the words of welcome and for the hospitality which had already been extended by all of Winston-Salem. After the response, Mr. Mitchell, at the request of President Seabrook, who was now presiding, gave a brief outline of his Victory Farm and Garden program. He very emphatically stated that food and scientific farming would not only help to win the victory, but would also help to reduce poverty. Much helpful literature on the program of agriculture was distributed by Mr. Mitchell. This literature showed that 50 per cent of the Negroes were below the safety line while only 30 per cent of the whites were below. Said he, "98,000 farms in North Carolina are without a cow, 33,000 without chickens, 31,000 are without gardens, and many do not raise hogs. "Education in North Carolina has made a wonderful growth," he added, "but all phases of vocational education need to be stepped up to balance with academic work." Negro ministers and teachers, he stated, could help by manifesting a kindly interest in the million dollar agricultural program for Negroes. This collecting link with leaders in academic and religious fields would help the Negro farm agents and home demonstrators to relieve the poverty situation and increase food for the homes as well as for the allies in winning the war.

Mrs. Dorothy Banks of Winston-Salem, sang a solo which was enjoyed by the audience.

Dr. Seabrook introduced Dr. Ira D. A. Reid, Professor of Sociology of Atlanta University, who spoke from the subject, "Our New Faculty Member—War." He stated that after the Pearl Harbor attack of December 7, 1941, a new faculty member — "War" — was added in the faculty and to the budget of every institution. Said he, "the monster has visited and developed in every continent on the face of the earth." He pointed out that 75 per cent of the budget is spent in paying war expenses of past war and in planning for future wars. Teachers he said, may have a plan for winning peace. Education must be continued in spite of shortage of rubber and other items. Ideals must be instilled, respect for democracy must be taught. Teachers have a great task to fulfill during the crisis in accelerating class work to make up for lost time and in teaching the democratic ideals.

After a solo by Mrs. Vivian King Bright, accompanied by Mrs. T. K. Borders, President H. Council Trenholm of the American Teachers Association, made a plea for more support of the American Teachers Association and thanked the group for former participation in this nation-wide organization which is working for the common good of the educational advancement. He spoke briefly of the work of the association and of the regional meetings to begin this year. He asked all who were interested

to meet him immediately after the session to make plans for the regional meeting for North Carolina, South Carolina and Virginia. President Seabrooks appointed a committee to stimulate interest in the association. The following persons were named: Mr. A. E. Manley, State High School Inspector, Chairman, Attorney J. Alston Atkins, Winston-Salem, Mr. W. C. Donnell, Charlotte, Mr. S. L. Parham, Lincoln Academy, and Miss Willie Mae Jeffers, Raleigh.

President Seabrook expressed his delight with the excellent program of the evening and the warm sentiments of welcome expressed by President Atkins and the college as well as the remarks by those who spoke on behalf of the various groups of the city. He further stated that the teachers of the State were ready for the all-out war effort for Victory, which was evidenced by the unanimous approval of purchasing a \$1,000.00 War Bond. This was to be purchased from savings the association now has in the bank.

The meeting was adjourned with benediction by Rev. Williams.

Minutes of Second General Session

President Seabrook opened the afternoon session, Friday, April 3, at 2 o'clock with band music furnished by the children of Washington Street Elementary School, Greensboro. A brilliant patriotic pageant staged by elementary children of Columbian Heights elementary school of Winston-Salem followed. It presented Justice as the dominant character with the Spirit of 1942, Ethiopia, America, and other nations figuring in patriotic exercises before her.

Prayer was offered by Principal C. M. Epps of the Greenville High School, who has taught in the State for 67 years. The program was interspersed with music by the Winston-Salem Teachers College Choir directed by J. H. Dillard. Among the selections rendered was "Old Glory Is Calling," written by H. E. Fries, chairman of the college board, and set to music by the late Mrs. Fries.

The afternoon program was highlighted by addresses by Dr. N. C. Newbold, State Director of

Negro Education, State Superintendent Clyde A. Erwin and General Lewis B. Hershey, director of the selective service system, Washington.

Dr. Newbold speaking from the subject: "Negro North Carolinians, Which Way" reviewed the progress of education in North Carolina through the past 42 years under the four State superintendents of public instruction; Dr. J. Y. Joyner, Dr. E. C. Brooks, Dr. A. T. Allen, and Dr. Clyde A. Erwin. He said that the work had moved forward by the combined efforts of white people and Negroes. Some definite gains listed were greater consolidation of schools, increased bus transportation, greater number of children in high schools, raised level of teacher training, graduate study and reduction of the differential between white and Negro teachers' salaries. He pointed out that Negroes have direct access to all State and local officials to present any matters and to expect a sympathetic hearing. He further stated that it had been said that Negroes employed in State service could not speak for their rights. As a proof that such Negroes did have the privilege of speaking for rights of Negroes, he told of the stirring speeches made by Dr. James A. Shepard of N. C. College for Negroes, who had talked over radio and in meetings concerning problems confronting Negroes. These talks have all been received with comment by many leading white citizens, it was stated.

Superintendent Erwin, whose trip was cut short because of illness in his family said that in this period of national emergency when all institutions and traditions the American people love and cherish are threatened by a political philosophy to which Americans do not subscribe the public school system looms as more important than ever before. "The public schools," he said, "are an insurance policy on American democracy. There must be no letting down in the program of education." Four points were emphasized for the schools:

1. Physical fitness through a program of physical education and safety.

2. Victory gardens as a means of assuring an adequate and balanced food supply.

3. Cooperation in the program to prevent waste and to salvage all materials of value in the war effort.

4. Active participation of all in the purchase of Defense Bonds and Stamps.

General Lewis B. Hershey, introduced by Judge G. H. Hastings, opened his address with a tribute to Col. J. D. Langston, of Goldsboro, who has had an integral part in setting up and operating the selective service system. He extended these appreciative remarks to include the numerous individuals, mayors, county commissioners, city council members, school teachers, and all others who have had a large part in launching the huge task confronting the selective service system. During the depression years, General Hershey pointed out, there were not enough jobs to go around. Now the conditions are just the reverse, with the added disadvantage that because of lack of jobs during the depression years, the country is caught with too few skilled workers to do the work that is immediately ahead. This condition offers a challenge to the schools, he intimated. With all of the disadvantages present in a war torn world, the General said there was the driving of people of the United States together with a result that there is a prospect of a better nation ahead. There are glimmers of sunlight ahead for all of us.

Minutes of Third General Session

The Friday evening session opened with the singing of the Pilgrims Chorus by Atkins High School Carl Diton Choral Society under direction of Mr. I. Boyd Holden. The invocation was given by Rev. C. A. Chick.

Dr. A. Heninburg, of the North Carolina College for Negroes, delivered the opening address at which time the Information Center of Morale for the War Crisis now established at the college. He pointed out that patience and patriotism best describe the Negro in America. He urged that everyone should look to the day when

Report of the Resolutions Committee, North Carolina Negro Teachers Association, April 4, 1942



THE North Carolina Negro Teachers Association meeting in its sixty-first session at Winston-Salem Teachers College is deeply grateful to President F. L. Atkins, the staff and students of the college for the generous hospitality accorded the convention, and for the cordial atmosphere in which it has lived and worked.

The association appreciates fully the courtesies extended by the Hon. Richard J. Reynolds, mayor, and the fine citizens of Winston-Salem; by the city and county teachers; and the Boy and Girl Scouts.

The association considers this an important anniversary in view of the fact that twenty years ago, Thanksgiving 1922, we met here as the guests of the late Dr. S. G. Atkins, and the Slater State Normal School. The enrollment of 200 in 1921 increased to 1,100 in 1922 because the time of meeting had been changed from the summer season to Thanksgiving. Superintendents of schools had granted teachers leave to attend on the Friday session, and Dr. Atkins entertained the convention with free room and board.

We are justly proud of the expansion in physical facilities and humanitarian services that has taken place in the institution since that time under the continued leadership of Dr. S. G. Atkins and subsequently his son, Dr. F. L. Atkins.

At this critical juncture in international living we give due cognizance to the persistence of a world social and economic pattern:

1. Which invests a mere pittance in the education of the chil-

dren of nations over a period of years, and then finds itself forced to invest billions in the destruction of these same children grown up.

2. Which withholds from individuals and groups the opportunity to grow by practice into self-direction and into the reality of national autonomy, then denies freedom and full expression to the same individuals and groups on the ground that they are not yet ready for self-government.

At the same time, in spite of the present world confusion, we recognize the advance in amicable human relations, even during the life of this organization, and we affirm our enduring faith in the principles of democratic living and in our State and nation, the foremost examples of the determination to strive consistently toward the attainment of the ideal.

PART II

1. Whereas the demand for vocational training in the interest of National Defense at present, and for the anticipated reconstruction of our economic order after the war, becomes of increasing importance, Be it Resolved: That a committee from this association urge the General Assembly of 1943 to make adequate provision for such vocational courses, and that the same committee urge the legislature to appropriate funds derived from State or Federal sources to city and county administrative units on the basis of the total population within the ages 14-20.

2. Be it Resolved, That the General Assembly be requested to amend the present law governing sick leave for teachers to provide five days sick leave with full pay and that this leave be cumulative,

to further safeguard the health of the teacher and their economic security.

3. Be it Resolved: That the association go on record as approving the nine months term with State support and the raising of the compulsory attendance age to 16 years.

4. Whereas the approval of an institution of higher learning by the regional accrediting agency inspires confidence in the institution and draws the desirable type student, be it resolved, that the Legislative Committee of this association urge the next General Assembly to make appropriations to the institution of higher learning which will enable them to meet and maintain at least the minimum requirements of the regional accrediting agency.

5. Whereas, gross inequalities in educational opportunities exist between the regions because of lack of funds, particularly harsh in its affect on Negro schools, be it resolved that we endorse wholeheartedly the principle of Federal Aid to education with the proper safeguards to distribution on the basis of school population to administrative units if and when they provide equitable distribution of funds between the races.

PART III

1. In many of the elementary schools the teacher's load is much too heavy in the primary grades. Be it therefore resolved that the State School Commission be urged to reduce the teacher load to thirty in the first three grades, and teachers be allotted separately for primary and grammar grades.

2. Whereas the cost of living has increased inordinately due to the world crisis, be it resolved that the

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 ASSOCIATION

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DR. G. E. DAVIS *Editor-in-Chief*

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association endorse and request a proportionate increase in salary for all teachers paid from public funds, and further, that the Executive Secretary be empowered by the association to take the necessary steps for the distribution of the salary scale for teachers to all Negro public school administrators.

3. Since forty-eight per cent of our elementary pupils attend one, two and three teacher schools, be it resolved that during the post war period Negro schools be given first consideration in the use of Federal aid money or other funds to complete the consolidation of their schools in order that the children will have a greater opportunity to progress from grade to grade and have a greater chance for vocational training and guidance; further, that steps be taken to eliminate the overloading of school buses as it endangers the lives and safety of children and society.

4. Since the offerings in the 1, 2, and 3-teacher schools already suffer serious limitations, be it resolved, that in the establishment of the new eighth grade as a part of the elementary school curriculum in the proposed twelfth grade scheme, the State School Commis-

sion be requested to transport such eighth grade pupils in any school unit having less than four teachers to the nearest school having four or more teachers.

PART IV

1. Because of the importance of music instruction in the public school and the value of music in the life of the citizen, be it resolved that greater emphasis be placed on the teaching of music in our teacher training institutions.

2. Whereas, Negro history is partially adopted in the public school course of study, be it further resolved that the teaching of the Negro in history as a requirement in the social studies offerings of all the high schools.

3. Whereas the U. S. Office of Education, which celebrated its 75th birthday on March 2, 1942, has rendered an inestimable service to the cause of education, be it resolved that we heartily approve the program of this federal agency and recommend that the Executive Secretary be empowered to send a telegram of felicitations to Commissioner John W. Studebaker on this occasion.

4. Whereas Johnson C. Smith University which is celebrating its 75th anniversary has done valuable work in training youth, be it resolved that President Seabrook be empowered to extend greetings to President H. L. McCrorey and the University.

PART V

1. Whereas the American Teachers Association plans regional meetings for the summer of 1942, be it resolved that the N. C. Negro Teachers Association endorse the holding of the meeting for this region at Durham, North Carolina, and request the N. C. College for Negroes to consider the promotion of the regional convention for Virginia, North Carolina and South Carolina. We further recommend that the Jeanes teachers in these states; a specially appointed committee from the teachers association and the district president be urged to attend; and that a special membership drive in the interest of the American Teachers Associa-

tion be promoted by the North Carolina Negro Teachers Association within its jurisdiction.

2. Recognizing the indispensable assistance rendered needy high school and college students and the invaluable services provided "out of school youth" by the NYA in the form of vocational courses and experiences, be it resolved that the teachers association heartily endorses the program of the NYA and goes on record as favoring its continuance and further, that the secretary be authorized to transmit a copy of this resolution to the State administrator, the national administrator of NYA and the members of the Federal Congress from this State.

3. Whereas, the Civilian Conservation Corps is providing valuable continuation education for needy and deserving young men (who are otherwise inadequately provided for) we urge the continuation of the CCC as a means of developing these youths in the program of physical fitness and vocational training which this agency provides.

4. Be it resolved that the Legislative Committee study the proposal to consolidate the various boards and agencies having control of public education in North Carolina and make recommendations as to how teachers should vote on that proposal; said recommendations to be published in the RECORD as soon as is practicable.

5. Whereas the supply of suitable material on Negro life and history for teachers of primary and grammar grades is limited, be it resolved that a committee be appointed for the collection of biographies with photographs of outstanding Negroes suitable for teachers of this grade and, further, that the Executive Secretary find a suitable person to write an article in some issue of the RECORD illustrating said material.

Respectfully submitted,

DR. H. L. TRIGG, *Chairman*,
 MR. I. H. MILLER,
 MISS MARIE McIVER,
 MR. D. A. THOMAS,
 MR. T. I. LONG,
 MRS. MAE R. WILLIAMS,
 MRS. MABEL HAWKINS DAVIS,
 MR. J. O. HARRIS,
 MISS SARAH B. NIXON.

Recommendations—Minutes of Committees

Recommendations of the Legislative Committee of the North Carolina Negro Teachers Association

1. The committee recommends that the Negro Teachers Association requests the legislature to eliminate the differential now existing in teachers and principals salaries in North Carolina.

2. The committee recommends that the Teacher Retirement Act be so modified as to provide for "Teacher Tenure."

3. The committee recommends that the legislature be requested to appropriate funds to provide full-time supervision for all elementary schools in the State.

4. The committee recommends that the addition of the 12th grade be made mandatory instead of permissive.

5. The committee recommends that the legislature enact a law providing for a nine months State-wide school term on a State-supported basis.

6. The committee recommends that appropriations to our State-supported institutions and public schools be so increased that facilities and services in these institutions be brought to parity with standard institutions in North Carolina.

7. The committee recommends that facilities and personnel be provided for health and physical education for all schools in the State of North Carolina.

8. The present national emergency has made us more aware of the need for training in trades and technical skill. The committee therefore recommends that the legislature appropriate ample funds so that vocational education be provided in the Negro schools of the State.

9. The committee requests the legislature to appropriate adequate funds so that the pay of janitors in the Negro schools may be substantially increased.

10. The committee recommends that the Negro State Teachers Association requests the State legislature to pass a resolution in support of Federal Aid for education and that such support be allocated to the participating States on a population ratio basis.

Respectfully submitted,
COMMITTEE ON LEGISLATION

DEAN J. T. TAYLOR, *Chairman*,
MR. W. L. GREENE, Nashville,
MR. E. B. BARNES, Wilson,
MR. L. S. COZART, Concord,
MRS. L. B. YANCEY, Henderson,
MR. E. A. JOHNSON, Method,
MR. M. W. ATKINS, Raleigh,
MR. WM. McELRATH, Durham,
MR. I. ELLIS JOHNSON,
Laurinburg,
MRS. MARY C. HOLLIDAY,
Statesville,
MR. J. W. PAISLEY, Winston-Salem.

North Carolina Negro Teachers Association Minutes of Committee on Nominations, April 4, 1942

The Committee on Nominations wishes to submit the following report: The Nominating Committee offers the following names for officers of the Teachers Association for the ensuing year:

Dr. J. W. Seabrook, president
Fayetteville State Teachers College—President.

Mr. J. A. Tarpley, principal,
Dudley High School, Greensboro—
Vice President.

Dean A. Elder, N. C. College for
Negroes—Treasurer.

Mrs. Maude Mitchell Jeffers,
Jeanes Supervisor, Gaston County,
Gastonia—Recording Secretary.

Dr. G. E. Davis, Charlotte, N. C.
—Executive Secretary.

EXECUTIVE COMMITTEE — Miss
Ada G. Battle, Mrs. Rosa D. Aggrey,
Mr. O. C. Hall, Mr. L. R. Best,
Mr. John W. Mitchell, Mr. L. H. Hall,
Miss Ethel Wyche, Mrs. Ethel P. Hayswood,
Dr. Frank Atkins.

The new members this year are
President Frank Atkins, Winston-Salem
Teachers College; Mrs. Ethel Hayswood,
Lumberton; and Miss Ethel Wyche,
Greensboro.

Respectfully submitted,
O. R. POPE, *Chairman*,
Rocky Mount,
D. M. JARNAGIN, Warrenton,
H. S. DAVIS, Oxford,
R. B. DEAN, Maxton,
MOZELLE P. LANE, Raleigh,
FLOSSIE J. PARKER, Tarboro,
M. VALENA WICKER, Sanford,
BELLE DIGGS McCORKLE, Winston-Salem,
MAUDE E. FREEMAN, Weldon,
WALTER FOSTER, Goldsboro,
H. D. COOPER, Ahoskie,
V. H. CHAVIS, Greensboro,
CLARA D. MANN, New Bern.

North Carolina Negro Teachers Association Minutes of Committee on Time and Place, April 4, 1942

We your Committee on Time and Place beg leave to make the following report:

After having considered all invitations received for our next annual meeting, your committee recommended to this body that the invitation extended by Raleigh, Shaw University, be accepted.

The committee studied all possible dates for the annual meeting and gave consideration to expressions as well as to the votes sent in by the teachers on preference of dates. The committee recommended that the time of meeting will be the Easter holiday season.

The majority of the teachers who voted were in favor of the Easter holidays. Expressions from many teachers also seemed to indicate that that was the time desired by the majority.

Respectfully submitted,
MR. F. J. ROGERS, *Chairman*,
Wilmington,
MR. W. J. McLEAN, Selma,
DR. MARY C. J. McCORREY,
Charlotte,
MISS HELEN M. STEPHENS,
Southport,
MRS. ETHEL T. HAYSWOOD,
Lumberton,
MRS. LUCY S. HERRING,
Asheville,
MR. J. R. FAISON, Wadesboro,
MR. W. H. DAVENPORT,
Greenville,
MR. J. T. PETERSON, Red Springs,
DR. ALBERTA TURNER,
Greensboro,
MR. E. H. McCLENNY, Raleigh,
MR. S. E. DUNCAN, Reidsville,
MR. J. T. TURNER, Dunn.

The Role of the Negro College in the Present Crisis and in the Post-War Era

(Continued from Page 2)

cluded: (1) reorientation of social studies to face present problems; (2) greater emphasis upon the responsibility of civilians for voluntary services and self-discipline; and (3) the establishment of forums among students, and in college communities to discuss current issues pertaining to democracy and the world scene.⁶

The Sub-committee of Women in College and Defense called attention at the conference to the intangibles which should be cultivated, especially at a time when the country needs each person at his best. The lack of the essential characteristics was repeatedly stressed by those who seek to utilize the services of colleges graduates. It is not necessary to infer that on the basis of these findings that the colleges should redouble their efforts in these directions in their preparation for services processes: I quote:

"1. College graduates eminently need to be able to follow instructions and to meet obligations without being reminded of them.

2. College graduates would be much more serviceable if they had the initiative to find out what ought to be done and how to do it in the normal routine of a job.

3. College graduates would be more valuable if they had greater faculty in handling figures and quantitative data in general.

4. College graduates are accused of too much self-interest in their activities.

5. College graduates seem to lack convictions based on knowledge and even to be afraid of acquiring knowledge necessary for the formulation of convictions.

To the degree that those suggestions point out opportunities for students to render more effective service, it would seem especially suitable for college partners—students and faculty members—to explore ways and means of achieving the characteristics and attitudes involved especially at a time of such heightened and immediate needs."⁷

In connection with Civilian Defense there are several courses en-

tirely suitable for students in college to take without waiting to return to their communities to begin them. In the first place the college is a community and can be organized for defense just as the communities are. This will involve a set up to take care of the college-community in time of attack. Such a set up should also be geared into the work of neighboring communities so that the college will take its place in its own locality and also in order that the students, temporarily away from homes may understand and be useful in the setup which they will find in their home communities upon their return.⁸

Short time courses given students as extra-curricular work in health, in guidance of recreation and in nutrition will be valid also in home communities. The Office of Civilian Defense has standard courses outlined, and it would be well for the colleges to use these courses in order that the training of students in many colleges may be the same and may be counted on as fitting into the general scheme of the home community when the person moves from college to his own home.

Students in college, while pursuing their special education, will still want to be geared into general scheme of defense work for all citizens. All citizens should have an opportunity to join with their neighbors in alleviating distress and participating in relief and in volunteering in some useful work. Colleges have organized and will want to continue to do so, opportunities for students to participate in contributions to relief, to work at bandage making, sewing, knitting, and such useful leisure time activities. Taking of extra-curricular courses in first aid, nutrition, home nursing and such others as the O. C. D. formulates will enable them both at college and later at home to participate as effectively in the general defense activities as do the women out of college.

For summation purposes it would appear that the services which colleges can render in the interest of the present emergency are four fold:

(1) To continue to be colleges and to insure the continuous flow of educated persons for their places in the world.

(2) To guide students, not by any one course, but by the whole process of their education and their life together, toward a constructive and dynamic idea of their own country and of the world.

(3) To train for definite professional and technical work.

(4) To offer opportunities for volunteer, immediate, part-time work in fields useful for the present emergency.

War is destructive, men are destroyed, capital is lost and peace time organizations of the national fabric—economic, social, political and moral—is destroyed by war. No one can possibly know how much destruction, human or material, this present crisis will entail.

Post-war reconstruction on all levels will be a gigantic task. If the productive powers of the United States are not too severely depleted by a long war, into the winning of which more and more American goods are poured, this country will be able to facilitate not only its own reconstruction but the renaissance of Europe and Asia. At any event, job dislocation, disillusionment, and an economic depression such as the world has never seen, the reabsorption of soldiers back into civilian life are all problems that shall be facing us. All of us know far too well the stark, grim, cold facts. Nevertheless, we are going to win this war and we are going to win the peace that follows.

The role of the college in this era is self-evident. The college will have to be the arsenal of morale and enlightenment. From the halls of the ivy covered buildings shall shine the light of a world plunged in darkness and despair. The college shall have a peculiar duty to clarify and chart the course of the masses of population in the working of post war public policy, in the adjustment of labor in the post war settlement, in international relations and in the

⁶ *Ibid.*

⁷ *Op. cit.*

⁸ *Ibid.*

The Negro In the Defense of His Country

By G. L. HARPER

Principal, Fremont High School



AMERICA is at war again, and the spontaneity with which more than twelve million Negroes may be expected to rally to the defense of their country beams from the pages of history. The story of the Negro's patriotism has its spectacular origin in the struggle of America for Independence and has been greatedened and brightened by his own participations in every war in which his country has been engaged since.

In the Revolutionary War, it was Chrispus Attucks who wrote in blood the first page of the history of the patriotism and fortitude of the American Negro. Vexed by the arrogance of the British soldiers, he led a group of citizens in an attack upon them. When the first volley of shots from the British guns had cooled, Attucks was found dying in a pool of his own blood. His brave deeds survived. There stands not only a monument in the Boston Commons, erected to his honor, but there are millions of fellow Americans free to commemorate his deeds. Besides Attucks, there were Peter Salem and hundreds of others whose gallantry justly places them in history among the bravest.

The War of 1812 gave the Negro an opportunity to emphasize his worth as a patriot and a soldier. Of him in this crisis, Andrew Jackson had the following to say: "I invited you to share the perils and to divide the glory of your white countrymen. I expected much from you, for I was not uninformed of those qualities which must render you formidable to an invading foe. I knew that you could endure hunger, thirst and all the hardships of war. I knew that you loved the land of your nativity and like ourselves, you had to defend all that is most dear to you. But you have surpassed all my hopes. I have found in you, united with these

qualities, that noble enthusiasm that impels to great deeds."

The Negro's rising to fame as a patriot and a soldier in the defense of his country was not all smooth sailing. There are plateaus in the popular curve of his progress. One of them is evidenced in the debate on the question of using the Negro as a soldier in the War Between American States. But when the heated argument had cooled, the Negro was enlisted and placed under the supervisions of such officials as Dwight and Burnside. Nothing could emphasize the valiant service of those soldiers more than do the dying words of a member of their rank: "Colonel, I will bring back those colors on honor or report to God the reason why."

No greater tribute could be paid to a soldier for his loyalty and fortitude than General Coybet's tribute to the 371st and 372nd regiments. Of those valiant Negro soldiers, he had this to say: "For seven months we have lived as brothers-at-arms, participating of the same activities, sharing the same hardships and the same dangers. Side by side, we took part in the great Champagne Battle which was crowned with a tremendous victory. Never will the 157th Division forget the indomitable dash, heroic rush of you Americans up the observatory ridge and into the plain of Monthois. The most powerful defense, the most strongly organized machine gun nests, the heaviest artillery barrages—nothing could stop you—you overcame every obstacle with the most contempt for danger. You have shown us the way to victory. Dear friends from America, when you reach the other side of the ocean do not forget the Red Hand Division. Our brotherhood has been cemented with the blood of the brave, and such bonds will never be destroyed."

Such extraordinary records of the Negro as a patriot and a soldier in former emergencies elimi-

nate all doubt as to his fidelity and loyalty in the present world crisis. He is fully conscious of the gravity and seriousness of the great struggle for the preservation of the right to live in peace and decency, in which his country is now involved. For the defense of those rights, his country is calling him to arms and he will not waver. He is ready to become a defense worker, a sailor, a soldier, or an aviator with an ambition, an enthusiasm and a fortitude that will impel to achievements greater than any ever recorded to his honor.

To assure victory and lasting benefits to the democracies engaged in the present World War, the school teacher and his pupils must make their contributions. The teacher knows the pupil and enjoys his confidence. Simultaneous in existence with a confidence so sacred is not only the task of motivation and of keeping pupil at his best in efforts for defense, but there is, also, the very grave responsibility of shaping a plastic personality to the truly ideal American patent of life in spite of the hustle and bustle of the moment. The duty of the pupil for defense, if too young to bear arms, may be thought to be that of collecting paper, scrap metals and purchasing defense stamps and bonds. Such duties are very important and necessary and must be encouraged; but unless the collections are made to mean more to the collector than the material ends to which they may contribute, only the external and lesser gain will be realized. The greater gain is internal and must consist of a broadened vision, deepened understanding and a greatedened appreciation for our democratic way of life. And it remains the duty of the teacher to instruct the pupil to make rightful choices and not only to do faithfully his bit to assure victory, but to strive for those values of life that will survive the destructive strokes of modern warfare.

A Simplified Plan of Accounting For Pupil Activity Funds In the Small High School

By HAROLD M. HOLMES
Principal, Orange County Training School,
Chapel Hill, N. C.



ONE of the greatest problems confronting the small high school is the inadequacy or absence of a system of accounting for pupil activity funds. In many instances the absence of such a system is a source of suspicion and a cause for loss of confidence in the school on part of both pupils and the public.

A sound, practical and simple system of accounting for the activity funds of pupils should make provision for pupil participation. Such participation increases the pupil's knowledge of the use of his funds and affords an excellent opportunity for the school to practice democracy, good citizenship and to offer experiences in good business practice.

The following plan was formulated for the Orange County Training School with the view of providing a simple system of accounting for pupil activity funds, and to provide pupils with experiences in good business accounting. The development of desirable habits, attitudes and skills was also a guiding consideration.

THE PLAN

1. All pupil activity funds of the school are collected through a central treasurer (a faculty member other than the principal) and deposited in the Bank of Chapel Hill as one activity fund.

2. The bookkeepers (pupils and teacher) keep a combined cash and ledger record (Fig. 3) for record-

ing collections of all pupil activity funds into a general activity fund. All deposits are broken down into specific funds when recorded, and the funds of all organizations are balanced each month.

3. The treasurer files with the bookkeepers monthly bank statements, receipts, approved requisitions, canceled checks, deposit slips, envelopes, and any other pertinent material.

4. The central treasurer keeps a petty cash envelope (Fig. 2) into which small receipts are placed and from which small expenditures are made.

5. The treasurer uses a large flat check book containing four checks to each page. Each check and stub is numbered and the date and number are recorded in the cash book.

6. For each deposit made to the central treasurer, a receipt is issued by him; for each cash expenditure made by him a receipt is issued to him.

7. All requisitions (Fig. 1) to the central treasurer are made on special mimeographed forms provided for same. These are made in duplicate with one copy being presented to the chief bookkeeper who checks the balance credited to the organization, and records the expenditure against said organization. She, then, initials the requisition and sends it on to the treasurer. These requisitions are signed by the sponsor and duly au-

thorized student representative of the organization. When presented to the central treasurer, he writes the check for the amount requested, and has it countersigned by the President of the Student Council. All checks must be signed by these two officers. Neither pupils nor sponsors handle cash in making payments.

8. All accounts are properly audited twice each year.

This plan was initiated through faculty meetings, council meetings, and, finally through a student assembly. All groups had an opportunity to offer suggestions and make revisions in the original plan. Teachers and pupils accepted the plan and it has been in operation since September.

All forms, except checks, used in accounting were made by pupils. One N. Y. A. student cut and ran off the stencils; one student made the binder for the ledger in the industrial arts shop; another, with the aid of the chief-bookkeeper, ruled off the ledger sheets from simple sheets of accounting paper, others bound the pads of requisition sheets.

The accounts were audited during the first semester by a pupil-teacher auditing committee appointed by the principal and student council; at the end of the second semester they will be audited through the superintendent's office. Our experience has been that pupils take a greater interest in the financing of their activities and have a more wholesome attitude toward sharing their responsibility in supporting all activities of the school.

MIMEOGRAPHED FORMS

REQUISITION

ORANGE COUNTY TRAINING SCHOOL ACTIVITY FUND

Chapel Hill, N. C., _____, 194_____

Name_____

Distribution: _____ Requisition No. _____

_____ \$_____

(Name of Organization) (Amount)

For _____

_____ Student Representative

_____ Faculty Sponsor

FIGURE 1

PETTY CASH ENVELOPE

RECEIPTS					EXPENDITURES			
Date	From Whom	Fund	Amount	Date	To Whom	Fund	Amount	

FIGURE 2

COMBINED CASH BOOK AND LEDGER

ACTIVITY FUND														
RECEIPTS						EXPENDITURES								
Cash						Ck.	Date	Month	Year	Dramatic Club		Stu. Council		
Receipts			Expend.			Bal.	No.		To Whom	For	Rec.	Exp.	Rec.	Exp.

FIGURE 3

Minutes of the General Sessions of
the Sixty-first Annual Meeting,
North Carolina Negro Teachers
Association, April 2-4, 1942

(Continued from Page 6)

America means what it says and offers equality, democracy and freedom to all. He told how the Negro has seen darkness, discrimination, prejudice, economic exploitation, womanhood insulted, and had always been the last man hired and the first man fired; and for the short duration of his job had the lowest salary. Such insults, he said, as "Men wanted, but not Negroes," are always given the Negro. Yet the Negro is always loyal. In speaking of patriotism he told of the heroic deed of Dirie Miller at Pearl Harbor,

who had never been allowed to operate a machine gun, but had been confined to the duties of a scullion because he was a Negro. Although he had never operated a gun, he rushed to the deck pointed at the shining carriers of death high in the air and shot until his ammunition was gone. Then he went to the bridge and helped to carry the wounded and bleeding commander below decks. In spite of this valor shown, the Navy Department has never honored him, although it has given citations, medals, and decorations to almost everyone who participated with exceptional gallantry in the attack at Pearl Harbor. The navy has not seen fit to mention the name of Valiant Dirie Miller, a Negro. Such has been true all through

history. We as teachers, therefore, have to fight on two fronts—the home front to clear up un-democratic principles, injustices, and discriminations and on the foreign front to insure a democratic government for all the peoples in the true sense of the term. "This is a time," he declared, "for us to continue our spirit of loyalty in the all out effort to win. We must teach courage in face of darkness."

The second speaker was Dr. Harold Benjamin, dean of education, University of Maryland, who spoke on "Priorities in Education." He said the first thing to do was to get willing cooperation because it was just as important as war materials. The world after the war, he said, would have to be dominated by "Willing cooperation" between all peoples and all nations. He pointed out that we hoped to win this war for eternal peace but in teaching in our schools we should train for peace today and for willingness to get along or else our goal would not be realized. We must develop and utilize every ounce of intelligence in the world to help the enemy see the need of cooperation.

Governor Broughton climaxed the evening when he addressed the assembly and said that the studies are being made now so that a fair, equitable and just day will come for the Negro race in North Carolina. He pledged his full support to the recommendations to be made by the commission named to study ways and means for the establishment of an institution for correction training, and proper custody of delinquent Negro girls. He asserted that his support will be carried before the next General Assembly.

Turning to the teaching profession, the Governor urged teachers to keep on teaching instead of turning to other fields. "The teacher is training tomorrow's leaders and it is a distinct mark of patriotism and public service to teach," he said. As to the problem of salary, he added, "We are going to work inequality in pay problems out." Asserting that the State had passed many goals, Governor Broughton pointed out further goals and urged that the present

(Continued on Page 15)

Negro North Carolinians— Which Way?

(Continued from Page 4)

organization in 1922, and his great address delivered at the session of 1927.

Second. In the decade of the twenties, 825 Rosenwald schools were built in North Carolina. Most of these were small schools—one, two and three and four-room buildings. However, they replaced buildings that were so poor it would be pathetic even to call your attention to them here. More than one hundred thousand children and two thousand five hundred teachers were, for the first time in their lives comfortably housed and provided with an opportunity which had never been theirs. These buildings cost \$5,000,000. Nearly \$700,000 contributed by Negroes; Mr. Rosenwald \$650,000; the public school officials, State and local three and a half million dollars.

Third. In 1933, our General Assembly in a memorable session, displayed marked vision and courage. In the very heart of the great depression, that body led by Governor Ehringhaus, Superintendent Allen and others reorganized, or revamped our public school system. It took over the full support of the public schools on State expense, set up a minimum term of eight months, abolished all school district lines, authorized a State School Commission to re-district the entire State and cut salaries to the bone, and perhaps they took off a part of the bone. Prior to this act 42 per cent of Negro children were attending schools eight months or longer. The other 58 per cent attended school only six months. The first year after the passage of the law the number of Negro children in schools with eight or nine months rose from 42 to approximately 95 per cent. While all salaries were cut there was a smaller differential between salaries paid white and Negro teachers than ever before. The re-districting of the State made possible increased consolidation and transportation among Negro schools. The action of the legislature in 1933, as just described, brought the most significant State-wide development in Negro schools

that has ever occurred at a single time. It gave three-fifths of the children schools for a minimum of 160 instead of 120 days, and afforded teachers salaries (for about 3,500 teachers), such as they were, for eight instead of six months.

This legislative action nine years ago, just as the certification-salary promotional plan of Dr. Brooks, was a step in the direction of reduction in salary differentials which were actually begun in 1939.

With this much of historical background behind us, we may now turn the spotlight upon a few items in our current present day situation, and repeat the question "Negro North Carolinians—Which Way?"

No one in this splendid audience realizes more fully than I how imperfectly this attempt to sketch for you some of the outstanding stepping stones over which we have come since 1900 until now, has been done. So far as I can give them to you the statements made, while they may be detached and stand alone, they are nevertheless landmarks in the struggle made by a State to bring its services to all its people up to a high and desirable standard.

Mention was made a moment ago that North Carolina has had only four State Superintendents of Public Instruction in forty years. The fourth, Dr. Clyde A. Erwin, is here today. You will learn in a few minutes that he is abundantly able to speak for himself. He assumed the duties of his high office in October, 1934. Since then he has served and endeared himself to thousands and thousands of people of all races. Throughout his administration Dr. Erwin has insisted again and again in public addresses, in conferences with large and small groups of officials and other persons upon two matters concerning Negro schools and colleges.

First. That there shall be no backward steps taken in the entire program.

Second. That there shall be straight ahead progress all the time in order that the Negro public schools and colleges may attain State standards at the earliest possible date.

Superintendent Erwin has had a part, and a large part, in securing the improvements that have been made in the last seven and a half years. In 1940, he aided in organizing five district conferences for county and city superintendents of schools, and personally attended all these meetings. They were devoted entirely to a discussion of problems connected with Negro schools, and the sessions extended over one entire working day—we continued discussions one day until nearly six p.m. He has been always alert and ready to give the full weight of his high office as well as his own personal abilities to raise the standards of education among Negroes in North Carolina.

Definite gains that have been made in recent years are:

1. The length of the school term and the teacher pupil load are almost exactly the same for both races and have been so for several years.

2. While there are still many small unsatisfactory school buildings, there has been a decided increase in large school units—nearly 300 with eight to thirty or more teachers — and a few more than 300 with four to seven teachers.

3. In six years since 1936, the number of buses used has increased from 282 to 653, and the number of pupils transported from 9,326 to 42,572.

4. Pupils in high school now number more than 42,000; students in college, 5,406.

5. Teachers, 7,250 of them in all, average three and two-thirds years of college education.

6. By June of this year the State will have spent, beginning in 1939, \$626,000 in reducing salary differentials. Next year, 1942-43, there is in the State budget \$507,500 for this purpose. Within the four-year period, 1939-1943, the total sum for raising salaries of Negro teachers (not counting the annual increment) amounts to \$1,133,500.

7. Graduate and professional training was begun in 1939 at Durham and Greensboro. Also provision was made for advanced graduate training in universities outside of the State.

8. Since 1940 vocational education units for Negro students have been very greatly increased.

These eight items include in briefest form some of the positive improvements that have materialized in recent years as results of the leadership of Governor Aycock, Dr. Joyner, Dr. Brooks, Superintendent Allen, Dr. Erwin, Dr. S. G. Atkins, Dr. J. E. Shepard, Dr. J. B. Dudley, Dr. E. E. Smith, Dr. P. W. Moore, Mrs. Annie W. Holland, and a host of other younger men and women of both races. The combined efforts of all these persons white and Negro since the beginning of the present century have prepared the whole population of North Carolina for growth and development of Negro education heretofore unknown anywhere.

How can this prediction be realized? How can the deficiencies, the differentials which now exist—greatly reduced though they are from former conditions—be still further reduced and standards in Negro schools be brought up to State standards?

In conclusion, may I bring forward two final considerations, viz:

1. Negroes in North Carolina have direct access, personally and by correspondence, to the Governor, the State Superintendent of Public Instruction and all other State and local officials. By the use of these opportunities they may bring to these officers any educational or other matters which they may wish to discuss, and expect a sympathetic and an understanding hearing. Indeed it seems almost superfluous to mention such a suggestion as this, because Negroes have been availing themselves of such conferences for many years. Perhaps there should be wider and more frequent use of this privilege which belongs to all citizens of the State.

Some one has said that Negroes in State service cannot speak out for the rights and privileges which Negroes should enjoy, but sometimes do not have, in a democratic society such as ours. We all know there must be some mistake about that because the most potent voice among Negroes in North Carolina belongs to a man who is head of a Negro State college. So far as I know, no other Negro in the South

or in the whole country has spoken over the radio, and to legislative committees with such freedom, frankness and straight-forwardness as has Dr. James E. Shepard. He has addressed his remarks on the needs of Negroes in North Carolina in education, health, welfare, and in industry to the whole population of the State. There may be some persons who do not agree with him, who may have expressed disapproval. If there have been such I have not heard of them. On the other hand dozens of influential people of both races have commended him highly for his efforts to improve the condition of his people, and to make for better race relations throughout the State.

Negro North Carolinians — which way?

2. In view of what has been accomplished, can we measure the needs, the tasks undone, and then with the two facts in mind, viz: past and present accomplishments vs. present and future needs—say, with the prophet of old: "Where unto we have already attained let us walk by the same rule let us mind the same things."

Minutes of the General Sessions of the Sixty-First Annual Meeting North Carolina Negro Teachers Association

(Continued from Page 13)

national emergency is really a time of great opportunity to improve the State.

Superintendent P. G. Weaver, son of Dr. and Mrs. C. C. Weaver, of Winston-Salem, was invited to speak briefly on his excellent pro-

gram of work for Negroes in public schools of Southern Pines, where he is employed. Everyone was pleased with his glowing report.

At the close of this session the teachers were invited to a complimentary social given in the College Gymnasium by the local teachers. Everyone enjoyed the occasion. The number of teachers registered at this meeting was 1,302, but many more were in attendance for day sessions.

The reports of the various committees during the business session Saturday morning are found elsewhere in this issue.

The Role of the Negro College in the Present Crisis and in the Post-War Era

(Continued from Page 10)

building and making fast the future.

Successful victories by the allied nations in war front battles are vital to any constructive future. The educational training today, this year, next year, of all the years it may encompass, of all persons for effective citizenship in a democracy and for useful and needed work are vital to any constructive future. Our youth of today must be qualified to carry on and forward the peace we seek through victory. Education for victory¹⁰ until victory is won — education for peace until peace is won!

⁹ *Op. cit.*

¹⁰ *Education for Victory*, Official Bi-weekly of the United States Office of Education, Article by Studebaker, John W., Vol. 1, No. 1.

Report of Examination

NORTH CAROLINA NEGRO TEACHERS ASSOCIATION, CHARLOTTE, N. C.

From April 12, 1941, to April 2, 1942

April 3, 1942.

NORTH CAROLINA NEGRO TEACHERS ASSOCIATION,
Charlotte, North Carolina.

We have examined accounting records pertaining to the cash receipts and disbursements of the Executive Secretary and the Treasurer of the North Carolina Negro Teachers Association for the period from April 12, 1941, to April 2, 1942.

The system of recording financial transactions is briefly outlined as follows: All income, except interest on bank accounts, is received through the office of the Executive Secretary, who receipts for it on a special form provided for this purpose. These forms are numbered and show the name, and the amount paid in. The duplicates of these receipts are retained on file. The Executive Secretary retains the funds until all checks are cleared through his bank, and also makes refunds for overpayments of dues, etc. The balance is then remitted to the Treasurer for deposit.

Dr. Elder, the Treasurer, makes all disbursements for expenses, etc., except those made by Dr. Davis, the Executive Secretary during the convention, upon authority of

vouchers signed by Dr. J. W. Seabrook, President, Mrs. Maude Mitchell Jeffers, Recording Secretary, and Dr. G. E. Davis, Executive Secretary.

The cash receipts as shown by the Executive Secretary's duplicate receipt book were traced by us to the bank statements of the Executive Secretary's account for the period. The recorded disbursements of the Secretary and of the Treasurer were compared with the cancelled bank checks and with authorized vouchers for the period. Statements of the recorded receipts and disbursements of the Executive Secretary and of the Treasurer are presented herewith.

The cash balance at the close of business April 2, 1942, verified by direct correspondence with the Mechanics & Farmers Bank of Durham and the Commercial National Bank of Charlotte, is as follows:

Checking Accounts	\$2,809.63
Savings Account	2,708.31
On Hand for Deposit—mailed to bank April 3, 1942	157.85
Total	\$5,675.79

A comparison of the budget estimates with actual expenditures is also included as a part of this report. The expenditures were \$467.43 less than the budget.

The scope of our examination was confined to recorded cash transactions and did not include any investigation as to properties or other assets, or liabilities, and no provision has been made for prepaid or accrued items or for depreciation.

ERNST & ERNST,
Certified Public Accountants.

CASH RECEIPTS AND DISBURSEMENTS—EXECUTIVE SECRETARY

NORTH CAROLINA NEGRO TEACHERS ASSOCIATION From April 12, 1941 to April 2, 1942

Balance April 12, 1941

Membership Dues	\$4,064.00
Placement Bureau	26.00

Total Receipts

Total to be Accounted For

Convention Expense	\$ 359.25
Executive Committee Meeting	58.53
Salary of Executive Secretary	133.33
Adult Education	50.00
Intangible Tax .....	.84
Bank Service Charge	1.00
Remittances to Treasurer	3,873.23

Total Disbursements

Balance April 2, 1942

CASH RECEIPTS AND DISBURSEMENTS—TREASURER

NORTH CAROLINA NEGRO TEACHERS ASSOCIATION From April 12, 1941 to April 2, 1942

Balance April 12, 1941

Remittances from Executive Secretary	\$3,873.23
Interest Received—Bank	39.06
Intangible Tax Redeposited by Bank	10.23

Total Receipts

Total to be Accounted For

President's Office	\$ 100.00
Recording Secretary	50.00
Treasurer's Office	50.00
Publication and Mailing of RECORD	1,334.99
Executive Secretary's Office	321.22
Executive Committee Meeting	95.07
College Section	4.70
High School Section	100.00
Elementary Section	54.22
Home Economics Section	22.21
Music Section	31.42
Physical Education	25.00

Convention Expense	40.93
Salary of Executive Secretary	1,466.67
Interracial Commission	100.00
Western District	48.80
Piedmont District	78.41
Northeastern District	47.30
Southeastern District	26.39
Negro Life and History	50.00
American Teachers Association	50.00
Oxford Colored Orphanage	75.00
Camp Whispering Pines	50.00
N.A.A.C.P.	100.00
Intangible Tax	1.50
Fidelity Bonds	20.00
Audit Report, 1941	35.79

Total Disbursements

Balance April 2, 1942

COMPARISON OF BUDGET ESTIMATES WITH ACTUAL EXPENDITURES

NORTH CAROLINA NEGRO TEACHERS ASSOCIATION From April 12, 1941 to April 2, 1942

	Budget	Actual	Under Over* Expended
President's Office	\$ 100.00	\$ 100.00	\$
Recording Secretary	50.00	50.00	.....
Treasurer's Office	50.00	50.00	.....
Publication and Mailing of RECORD	1,300.00	1,334.99	34.99*
Executive Secretary's Office	375.00	321.22	53.78
Executive Committee Meetings	200.00	153.60	46.40
College Section	50.00	4.70	45.30
High School Section	100.00	100.00	.....
Elementary Section	100.00	54.22	45.78
Home Economics Section	50.00	22.21	27.79
Music Section	25.00	31.42	6.42*
Industrial Department	25.00	.....	25.00
Adult Education	50.00	50.00	.....
Physical Education	25.00	25.00	.....
Convention Expenses	350.00	400.18	50.18*
Salary of Executive Secretary	1,600.00	1,600.00	.....
Emergency	300.00	.....	300.00
Interracial Commission	100.00	100.00	.....
District Organizations	225.00	200.90	24.10
Negro Life and History	50.00	50.00	.....
American Teachers Association	50.00	50.00	.....
Colored Orphanage	75.00	75.00	.....
Camp Whispering Pines	50.00	50.00	.....
Fine Arts	25.00	.....	25.00
Library Section	25.00	.....	25.00
N.A.A.C.P.	100.00	100.00	.....
Not Provided For in Budget:			
Intangible Tax .....	.....	2.34	2.34*
Audit Report, 1941 .....	.....	35.79	35.79*
Bank Service Charge .....	.....	1.00	1.00*
Fidelity Bonds .....	.....	20.00	20.00*
Total	\$5,450.00	\$4,982.57	\$467.43

RECONCILEMENT OF CASH ACCOUNTS

NORTH CAROLINA NEGRO TEACHERS ASSOCIATION From April 12, 1941 to April 2, 1942

OFFICE OF TREASURER

Balance as reported by Mechanics & Farmers Bank:	
Checking Account	\$1,156.47
Savings Account	2,708.31
	\$3,864.78

OFFICE OF EXECUTIVE SECRETARY

Balance as reported by Commercial National Bank:	
Checking Account	\$1,653.16
Total in Bank	\$5,517.94
Add:	
Cash on Hand April 2, 1942, mailed to Com- mercial National Bank April 3, 1942	157.85
Balance Per Books, April 2, 1942	\$5,675.79

WHEN I AM OLD

By OLIVIA NANTON, M.A.
Crosby-Garfield School, Raleigh, N. C.

*I hope when I am old,
And my face is wrinkled and brown,
That there will be no trace
Of bitterness nor frown.*

*I hope the lines that will be there
Show sweetness; not beguile
But traces of a good full life
With many a pleasant smile.*

*I hope when I am old
And my hair is silver gray
That I can still be patient
With children at their play.*

*I hope when I am old
And face the setting sun,
That I can bravely face myself
And say to myself, well done.*

* * *

MY PROBLEM PUPIL

By OLIVIA NANTON, M.A.
Crosby-Garfield School, Raleigh, N. C.

*On Monday he is selfish,
He's meddlesome, he's mad;
On Tuesday he's obedient,
He's friendly he is glad.*

*On Wednesday he is thoughtless,
He's cruel and mean;
On Thursday he treats me
As if I were queen.*

*On Friday he greets me
With joy and surprise . . .
I can't see his faults
There are tears in my eyes.*

* * *

THE SHOE-SHINE BOY

By OLIVIA NANTON, M.A.
Crosby-Garfield School, Raleigh, N. C.

*With cap in reverse, a jingling purse,
He stands on every corner;
The way he smiles and welcomes me
He seems to be the owner.
Shine, Mister? Shine, Mister?
Spare five minutes of your time?
Shine, Mister? Shine, Mister?
Make them new for just a dime.*

*With paper in hand, I take a stand;
He whistles all the time—
I wonder how the shoe-shine boy
Gives so much for a dime.
Thanks, Mister! Thanks, Mister!
Sends me smiling on my way;
THANKS, MISTER! THANKS, MISTER!
Stays with me all through the day.*

SHAW

Shaw University

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Raleigh, N. C.

An Integral Part of the University

FIRST SESSION—

JUNE 8 TO JULY 15

SECOND SESSION—

JULY 16 TO AUGUST 21

1942

Under the Supervision of the Division of Negro
Education. State Department of Education

RALEIGH

♦
-:- *Offerings* -:-

Courses for those holding:

- (a) Elementary Certificates, any class
- (b) Primary and Grammar Grade Certificates
Classes C, B, and A.

Several courses will be available for principals and
supervisors.

Courses will also be offered for those desiring col-
lege credit.

For COMPLETE INFORMATION, write  **NELSON H. HARRIS, Director**

OVER 5,550 MEMBERS

Volume XIII
Number 4

October
1942

North Carolina Teachers Record

Official Publication of the North Carolina Negro Teachers Association



Youth

*Blest hope of Earth!
What your fathers were not
You may become!
What your fathers did not do
You may accomplish!
Where they failed, you may succeed.
Where they faltered, you may tread.

The hope of a generation and an age
Is locked within your hearts and heads!
Earth's mightiest tasks are poised to drop into your hands,
'Trusting the fate of mankind to you!
You are strong!
You are youth!
Forge ahead!*

NORMAN R. DIXON
State Teachers College, Fayetteville



Published in January, March, May and October, by the
NORTH CAROLINA NEGRO TEACHERS ASSOCIATION
301 Carmel St., Charlotte, N. C.

Entered as second-class matter January 15, 1930, at the post office at Raleigh, North Carolina, under the Act of March 3, 1879

North Carolina Teachers Record

OFFICIAL PUBLICATION of the NORTH CAROLINA NEGRO TEACHERS ASSOCIATION

VOLUME XIII

OCTOBER, 1942

NUMBER 4

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SUBSCRIPTION PRICE: \$1.50 a year.

ADVERTISING RATES on application to Executive Secretary

Membership dues in North Carolina Negro Teachers Association, \$1.00 per year, which entitles each member to four consecutive issues of the NORTH CAROLINA TEACHERS RECORD.

Entered as second-class matter January 15, 1930, at the post office at Raleigh, N. C., under the Act of March 3, 1879

Address all manuscripts for publication and all correspondence regarding membership, advertising, et cetera, to
G. E. DAVIS, 301 Carmel St., Charlotte, N. C.

Our New Faculty Member -- W A R

By IRA DEA. REID

*Department of Sociology, Atlanta University
Address at Sixtieth Annual Meeting N. C. Teachers Association*



ON Monday morning, December 8, 1941, there walked into every school and college in this country a new faculty member. He was unwelcome but expected. Every teacher, supervisor, principal and president knew on that morning that war had been added to his staff, to his budget, to his curriculum.

A faculty meeting was called. There were twice as many seats in the room as there were teachers. The president or principal was as calm and sober as his faculty was quiet and uncertain. He began: Ladies and Gentlemen, another "fever-fit" has struck humanity. In the language of our President, 'This is war.' The additional seats in this room will give you some idea of what has happened to our faculty since last Friday. Because war will be with us for some time I want you to realize his importance on our faculty. I also want you to know him thoroughly.

Our new faculty member is not yet six years old. Though he has been developing since 1919 he was born on March 7, 1936, when German troops moved into the demilitarized Rhine zone. Since then he has visited every continent on the face of the earth. He paid us his initial visit yesterday. Though this war is young he is widely traveled. In 1937 he was busy in the Far East. In 1938 he was busy in Central Europe. 1939 found him in Spain and expanding throughout Europe and Africa. Since then he has been working his way toward our continent.

Because he is going to be such an expensive faculty member, I must tell you that his ravages have probably contributed more to contemporary poverty than any other recurrent phenomenon. When his father, World War Number 1, was with us the world spent enough to give every family in England, France, Germany, Russia, the

United States, Canada and Australia a \$2,500 house on a \$500 acre lot with \$1,000 worth of furniture; to build a \$5,000,000 library for every community of 200,000 inhabitants or more in each of these countries, and to provide a \$10,000,000 university in each of these communities. The amount of money we spent could at a reasonable rate of interest yield enough to pay indefinitely \$1,000 a year to an army of 125,000 teachers and 125,000 nurses . . . and there would have been enough left over to buy at a fair price every piece of property and all the wealth in France and Belgium.

Our present war comes at a time when at least 75 per cent of our budget is devoted to paying the bills of his ancestors and in getting ready for future visits of his descendants. He comes to challenge us between the Utopia of our goals and the chaos of our existence. Soon we shall move in one direction or the other.

We must get him out. We shall have to do so by winning in battle, in negotiations and in planning. Wishing will not make it so. Some of you remember what happened when last war was in our midst, do you not? He affected us in three areas—curricular change, staff and enrollment, and participation in general patriotic activities. Curricular changes were many. Athletic programs were sharply reduced. Some subjects were dropped, most conspicuous among them German. This action took place at first in particular localities upon the initiative of the principal, the parents, patriotic societies or students . . . in some cases students refused to continue their work. Later the government ordered all such teaching stopped. Students received full credit even for unfinished work. This ban on the use of foreign languages did not apply to the schools except for German. Colleges continued to teach German in some cases, and defended

its importance for military efficiency. I am startled as I recall that the papers of the day contained numerous pleas to study South American languages and history to prepare for the coming reorientation of American trade and cultural intercourse. Apparently few of us took the suggestion.

Military training was introduced into several colleges—the practice became uniform with the establishment of the SATC in 1918. The diversion of time to drill was at the expense of academic subjects. Although there were many efforts to carry the plan down to the high school, this occurred in only a few places. In some instances women and girls also were drilled.

Courses were reoriented in two general ways. Many subjects received new content based upon the war—courses in history focused upon the current war. Home economics courses rather generally turned from personal sewing and cooking to Red Cross work and conservation recipes. New courses were added. There were first-aid courses, gardening, auto mechanics, telegraphy, stenography, food conservation, thrift lessons and many others. In the colleges we set up coaching schools in French and geography. We reached out and did educational programs in the camps of our vicinities. All of us wanted courses on loyalty, patriotism and the war. Our teachers conventions discussed little except the war. All of this undoubtedly continued to a deterioration of learning in the established courses of study.

In those days, too, our school enrollments were affected. Young men left school to enlist in the army and to work on farms. Pleas to have them remain until their country called for them were of little avail. The SATC kept many of them in college. School officials carried through many plans for granting high school boys full

credits in courses even though they left school weeks earlier to work on farms. When the war ended, plans were afoot to stop schools from six weeks to two months earlier in order to release needed labor. Vacations were lengthened in many states during the winter of 1917 in order to conserve fuel. In the fall of 1918 special vacations were initiated to prevent the spread of influenza. Some places then went on a six-day-a-week schedule in order to make up the lost time.

Schools lost staff members as well as pupils. Many principals and male teachers resigned to enlist—many went to officer training camps. College presidents and professors were granted leaves to serve their government. Many of our schools were closed because of the shortage of teachers.

Even in those days the efforts of the schools were interlocked with those of the war effort. We were patriotic; we promoted civic enterprise upon civic enterprise. We discharged "disloyal" teachers, purged our song books; were severer in punishment and contemplated putting girls in uniforms as a measure of thrift, a symbolic gesture of democracy. In some instances we conducted endowment drives for colleges as an aid to democracy. We took censuses of stock, sewed and knitted for the Red Cross, staged benefits for various war funds, organized "On to Berlin" Savings Stamps Clubs, collected "smokes for soldiers" or co-operatively bought bonds. We wrote essays on patriotism and had junior four-minute speakers.

There is no doubt about the fact that the many ceremonies and activities had a harmful effect upon the school's educational effectiveness. We asked ourselves, should children in the lower grades be learning lessons instead of soliciting for money, learning patriotic rituals only to be forgotten when war ends, taught conservation practices adapted to a severe war economy, when their knowledge is primarily for future use? We asked, are we justified in excusing children from school to work in the fields because of a threatened labor shortage? Are we justified in making wholesale modification of our

curricula due to war interests? These were questions that a sociologist did not answer; they were answered by the citizens. Unfortunately they were seldom posed, and once in the war situation it was all too easy to forget non-war values in organizational functioning.

Winning this war, we must all agree, is the Number One task of the nation at war. But at the same time there must be a preparation for winning the peace, and there persists in our culture objectives from normal days which cannot be completely sacrificed for the war goal. (If all other objectives are sacrificed a nation cannot but be defeated by its own success—the reason for fighting the war disappears. . . .) Let us remember that education must be continued in spite of the need for peach-pits, and tinfoil, the need for farm labor. It is especially dangerous to permit the introduction of emotionalism into the curriculum or the school. The fleeting emotions and suspicions of wartime may leave a lifelong impression upon our young people who are, we hope, preparing for a life of more normal thoughts and actions. . . .

He sighed, though, for a moment and continued:

In the year 1922 a learned German publication printed some studies of social life among birds. Pale and remote as they may seem against the flame, pillage, and carnage of total war, they provide a parable for you to ponder.

The flocks of birds patiently observed over many years were not confused, formless societies. On the contrary they are organized according to a clear-cut scheme which is termed the "pecking order." This social system is established by successive fights, not only between cocks, but between hens. Once two birds have fought they have determined, temporarily at least, their pecking order. Thereafter the winner has the right to peck the loser without fear of being pecked in return. If the two birds reached for the same morsel of food at the same instant, the inferior bird automatically yields his claim. The jealous swaggering young bird, growing stronger, must fight the older birds to

enlarge his right to food and hens; while any newcomer entering the flock finds his place in the pecking order by a series of fights. This pecking order is obviously a close analogy for the structure of human societies. The unending struggle for status between warring nations is only a gigantic and bloody version of the war between the birds; for today, and in previous centuries, the world has been divided by geography into a number of distinct, continental pecking orders.

In the seventeenth and eighteenth centuries, England won her place as top bird in the European poultry yard. Early in the nineteenth century, France, under Napoleon, attempted to challenge British supremacy and failed. With little effort England extended her power to Asia by defeating Russia in the Crimean War and forcing China to her knees. Japan, an industrial adolescent, trampled China and Russia to become number two nation in the Orient, while Germany beat France in 1870 to acquire a similar status in Europe.

Africa in the middle nineteenth century was dominated largely by a number of great imperial tribes, each supreme in its own region—such as the Dahomey on the West Coast and the Zulus in the south. These finally had to bow to the various European powers, and particularly to England. By 1900 the Eastern Hemisphere was one great international system, with England at its head. English might, as expressed in her vast navy, was held in awe, English wealth and English soldiers unfailingly won England's wars. The English language established itself everywhere. The English gentleman was the model and envy of all peoples, as the French gentleman had been in the days of Louis XIV. English public opinion was consulted by the world; and the will of England's government was somewhat more than half of international law.

Owing to a certain farsighted moderation in her imperialism, a willingness to share the spoils, England managed to make allies of some of the lesser nations—France, Russia, Japan. For she anticipated the day when Germany, a relatively young and grow-

In Behalf of Literacy

By A. RUSSELL BROOKS

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ONE of the most distinctive features of American education is its diversity of aims, outlooks, and philosophies. Especially is this true in the secondary and college areas, where it has sometimes resulted in serious confusion. High schools whose teachers do not know what they have trained pupils for pass them on to colleges whose faculties have not quite made up their minds as to what they intend to do with them. They are juggled about by pedagogues who not only fail to agree on general aims but differ as to the approximate degree of proficiency which a student should attain in certain specific subjects. The effect of this disorder on the language equipment of high school graduates will be considered here.

Whether the high school serves as a foundation for vocational training, as a trade school, as a preparation for college, or as a "preparation for life," and however various and conflicting might be the general objectives of high school teachers, there must be a few common denominators of the many systems and philosophies of secondary school education. The principal of a vocational high school is not likely to discredit the assumptions of the exclusive preparatory school principal who holds that when his boys and girls march up for their diplomas they must have learned at least how to add, subtract, and divide, read a newspaper article, and write a letter. These things, the two will in all probability agree, their graduates should be able to do no matter what they have chosen as their livelihoods.

It should not be difficult, therefore, to say what the college does expect, and ought to expect, in regard to the language equipment of incoming freshmen. This the writer will attempt to do, after he

has pointed out the kind of language which they command when they enter. Conclusions are based on a study of not very untypical freshmen in the Agricultural and Technical College of North Carolina, an institution which in a few ways is like most American colleges and which in more ways is typical of Negro colleges. An attempt also will be made to point out the causes of widespread ignorance of the English language on the part of those who have finished our high schools and to suggest a few remedies.

In the one-hour theme which is part of our annual English Placement Test for freshmen, one boy writes, "The most experence I has had for the last four Years Is Corn raiseing." We are forced to the conclusion that he spent little of that time studying the English language. Another young man did at least let out the secret of his having been to high school by saying that two of his "friends was sitting in the back seat just like they did when we was senier together." And a girl, who by several identical misspellings of the term **high school** becomes the living miracle of a person that passed all requirements for her diploma without ever suspecting that the word **high** did not end with the letter **t**. In a statement which is a masterpiece of flagrant contradiction, halting inarticulateness, and grammatical homicide, she reminisces: "My summer have been fine, but bad. As I was about to leave my hight school, I was the most gladdest one in town, but as you know."

Not just a few, but many of them were unable to spell the following basic yet simple words: **father, women, college, every, first, president, which, house, and begin**. Frequently recurring versions of these words were **farther, wemon, collage, evry, frist, prisident, wich, hous, and began**. A thing was said

to be **importance** rather than important; a person was **interesting** in something rather than interested; and there was something of **which** existed rather than which existed. The apostrophe was as freely employed for the plural of nouns as for the formation of the possessive case; **during** and **doing** were used interchangeably; often a student **done** something rather than **did** it; and with barefaced impudence many a single verb tagged along in the company of plural nouns. Witness this excerpt from a student's journal of his vacation days: "My borthers who lives in Naw Yourk city sent for me. I went to show's, theatar's, dance's."

Now this kind of writing cannot with justice be termed representative of graduates of Negro high schools, but it was characteristic of practically all of the 143 freshmen who failed the Placement Test at the beginning of last year's fall quarter. And a large number of those that belong in the lower register of the 211 who passed have been found to differ in no very appreciable degree from their less lucky classmates. This fact, of course, indicates a limitation in the test which, like all things devised by human hands, falls short of perfection. The writer is not aware of any wholly successful method of measuring proficiency in English composition with complete scientific objectiveness.

Finding certain highly advertised t-crossing, i-dotting, and blank-filling tests inadequate for discovering whether a student can write a correct, accurate statement of his thoughts, we devised our own test, the purpose of which is to **place** freshmen in two categories. One of these categories, the non-credit, Sub-Freshman English class, is composed of all those whose English is exceptionally inferior; the other is composed of those who passed and who therefore are permitted to enter the first

of three required Freshman English courses. Included in the second group are students whose language equipment ranges from not very bad (but bad) to very good. The not very bad students have three quarters of regular required work during which, it is believed, they can satisfy the minimum requirements, at least. The very good or excellent ones, who do sometimes gladden us with their appearance, are occasionally exempted from a portion of the total composition requirement.

How difficult is the test? In other words, how much English do we expect high school graduates to know before they are admitted into regular Freshman English? Students who are capable of doing acceptable work in seventh-grade composition can pass this test and thereby be admitted. They are first asked to write, from slow and carefully enunciated dictation, a few sentences containing words like **father, college, boys, boy's, haven't, busy**, and the like. They must next identify the nouns and verbs in these sentences. Then after a very short and simple vocabulary test, they are given, through dictation, a few words to spell. These are practical, everyday words which they in all probability will frequently use in personal and business letters during their lives and upon which, conceivably, might rest their welfare and happiness in the years ahead. Finally, they are instructed to use about an hour in writing certain of their experiences which either they enjoyed or for some other reason vividly remembered. Since the content of our Freshman English courses is almost wholly composition (with a review of grammar), the test does not include oral speech, silent reading, or literature.

This theme on personal experiences is valued at 50 points; the other parts of the test are together worth 50 points. Students who make less than 60 and therefore fail the test are usually unable to spell more than from three to eight of the ordinary words dictated, and they show that they have not learned to write simple ideas without numerous errors in spelling, punctuation and grammar.

Of the 355 last year's freshmen who took the test at the beginning of the fall quarter,* the number of failures would certainly have been close to two hundred had it not been for the low passing grade and for the fact that backward students have some opportunity for catching up on serious deficiencies in the three required courses of regular Freshman English.

Two hundred and seventy-four of the examinees graduated from high schools in North Carolina, 50 from high schools in other Southern states, and 30 from high schools in Northern states. Forty-eight and five-tenths per cent of the students from North Carolina high schools failed, as did 25 per cent of those from other Southern states, and only 3.2 per cent from Northern states were numbered among the casualties.

The validity of any hidebound conclusions based on this one test, which indeed comprised a relatively small number of Negro high school graduates would naturally be open to question. Rather strong, nevertheless, are certain implications, especially for Southern secondary education in general and North Carolina secondary education in particular. It would seem that colleagues below the Mason and Dixon line, particularly those in our own State, need to stop up more of the leaks through which so many near-illiterates are being allowed to pass. We shall refrain from adducing any postulates here, leaving them rather to those who see in these implications rich material for further and more extensive investigation. Excepting this one indulgence, our present purpose does not include such comparisons, as interesting as they might be. It is enough that we become aware of the pitiable condition of a large number of our high school graduates in regard to their training in the use of the English language.

Now what are some of the causes of this state of affairs which by no flight of the imagination can be regarded as other than deplorable? Of one fact we can be certain: The old game of passing the buck, which teachers of all levels of public and private education

have so long enjoyed, leads to exactly nowhere. All alike share in the blame.

Let us look first at the institutions of higher learning. The prevailing attitude among many college administrators is that anybody can teach English. If the enrollment is unexpectedly large and the present supply of English teachers small, the assistant librarian, the history teacher, the matron, or one of the secretaries can fill the bill. One college in Virginia goes so far as to state specifically that any one who holds the position of Dean of Women must number among her duties the teaching of a course in Freshman English. This notion of well-meaning but ill-informed administrators seems to be based on two fallacies: first, that any one who has graduated from college and is employed in a college ought, **ipso facto**, to be able to teach English; and, secondly, that any one who speaks or writes acceptable English knows it well enough to teach it. Concerning the first of these errors, be it said that many persons on college staffs, North and South, white and colored, are as close to illiterate as their own personal prestige and that of the institutions for which they labor can possibly permit without serious embarrassment. And about the second, English teachers are born as well as made. Those trained in other fields, but whose education has admittedly included the inculcation of habits of effective expression, have with few exceptions neither the inclination, the patience, nor the technical equipment requisite for successful teaching of English.

Subscription to these fallacies has too frequently contributed to a more direct and immediate source of trouble; namely, unsatisfactory teachers, with their indifference, laxness, and absence of a sense of direction. It becomes easy for students to pass their composition courses, and, thanks to our perennial fetish, the almighty credit-hour, many of them, noticing that they have more "credicks" in Eng-

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* The papers of additional freshmen entering at other times during the school year were not used in this study.

State Adult Education--A Critical Evaluation

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ADULT education, which is now and for some time has been, an accepted member of the educational family in North Carolina, has in that state assumed a position of vast and far-reaching importance. But as no human undertaking is ever perfect, there are many opportunities for improvement. First, let us critically examine the Adult Education offerings in the State. We find six types of education offered. They are: Literacy, Public Affairs Education, Parent Education, Vocational Education, Leisure Time Education, and General Adult Education. Thus all the principal phases of adult activity seem to be represented. All five of Bryson's functions are in a measure accomplished: the remedial, occupational, relational, liberal, and political. My criticism is not directed at the offering, but rather at the proportionate emphasis given the various phases of it. There is insufficient attention given to Public Affairs Education, Vocational Education, and General Adult Education, especially during certain years, as compared to Literacy Education.

I am not trying to undervalue the importance of a literate public, but simply to point out that mere literacy in itself is not enough to create an intelligent, civic-minded group consciousness. Although North Carolina has had to cope with the literacy problem in far too many counties and cities, the terms literacy and adult education are not synonymous. Probably North Carolina alone is not to be blamed for confusing literacy with adult education. It might be traced back to the National Emergency Program of 1933. This program, as you will remember, listed

literacy as the chief justification of its existence.

I would suggest that various phases of the work which are not now being carried on in some of the districts and counties be introduced into them. Gradually they can be introduced as interest and demand are created for them.

I would further suggest the enlargement of the Negro division of the work. For instance, there is a disproportionately small number of Negro classes and teachers in the State as compared to the same for whites. This is true even in those counties where Negroes comprise a relatively high percentage of the total population. There must be cultivated an appreciation of the fact that the South and the nation can advance only in so far as the submerged black race is also advanced. Wide-awake leaders, interesting programs, and better publicity would help alleviate this condition.

North Carolina is fairly progressive in its method of financing its work in Adult Education. The matching principle is used here, which is good in so far as it tends to stimulate local interest in order that state funds may be forthcoming. The matching principle, however, serves as a deterrent to the poorer or less-favored counties. A better plan might be the awarding of state funds on a population percentage basis as is done by the Federal Government in granting certain of its vocational subsidies. Or funds might be allocated on an average attendance basis as is done in Connecticut and California. In these states the administrative funds are matched on a fifty-fifty basis and the remainder of the money allocated on the average daily attendance principle.

The teachers in the North Carolina program are generally of high

grade since the same certification standards set for public school teachers throughout the State are set for teachers of Adult Education. I think this is noteworthy and shows a desire on the part of North Carolinians for trained leadership. But I also believe that something more than academic class hours are needed for the successful teaching of adults. In addition to and beyond academic training, experience is needed—not merely experience in teaching children. For the jobs of teaching children and of teaching adults differ. The prospective Adult Education teacher or leader should have experience in leading discussion groups, forums, workers' councils, etc., if he is to be successful. Certain personality traits are also desirable. A sympathetic attitude toward all persons, regardless of class or educational deficiencies, must be present.

The organization machinery in North Carolina for Adult Education is well worked out. Details are cared for. Supervision of the program is very effective. Yet full democracy in the operation of the program is allowed. For example, no uniform curriculum is prescribed throughout the State, but the curriculum is adapted to meet the exigencies of particular districts and communities. The local superintendent can determine the curriculum in his locality with the aid of the local Community School Councils by feeling the public pulse of needs and interests through questionnaires and similar techniques.

An important administrative device to insure protection of state and local money is the setting of minimum enrollment and attendance figures. The minimum enrollment is ten students, and the average attendance six. And if

for two consecutive sessions the class attendance falls below six, the class is discontinued.

Another far-sighted feature of the program is the cooperation of the State Adult Education Program with other community and state agencies and the public school system. This prevents duplication of effort and at the same time insures against omission of important work.

It is hoped that free discussion of current issues among adults (both black and white) in the State will be furthered through enlarging the forum activities. Even though many forums do not result in changed personal or group behavior of a desirable sort, yet the movement as a whole is a good one and both races in North Carolina need more stimulation to group thinking. As J. W. Studebaker and C. S. Williams say in their "Education for Democracy," "Forums stimulate further study and independent investigation, develop critical attitudes that demand validation of claims, promote tolerance and open-mindedness, and train in logical thinking." Studebaker says: "Forums equip citizens with civic intelligence to cope with the problems of our Nation and our day." Increasing use should be made of forums as an educational activity for white and Negro adults living in the rural areas. In the main the forums so far established in the State have been confined to the cities. There is a definite need to serve persons who live in areas where forums, art centers, and the like are not available.

Another important adult education medium is the library. There are 565 public libraries in 13 Southern states, but only 83 of these will serve Negroes. Furthermore, libraries in the State of North Carolina are very few for Negroes. Their main libraries are located in the colored colleges of the State and most of these colleges are situated in the larger towns. Thus many valuable newspapers, periodicals, and books are not available to the Negro reading public. The following three principles must be kept in mind in setting up adult education programs for Negroes:

1. Adult education programs for

Negroes should be built around institutions that already have a following.

2. No program can get far unless readable materials are available.

3. Education for adults generally, and for Negroes in particular, must be dramatized to the public.

North Carolina should increase its program of health, civic, and social education, making increased use of visual techniques, demonstrations, and group activities. What is crucially important is that the State should take hold of the stagnant, conservative, and superstitious person (be he of whatever race) who is the crude fodder of our educational process, and should transform him into an awakened, galvanized individual. The State should teach this person primarily to think and to cooperate, and only secondarily to read and write. For literacy education is beginning to mean preparation for civic responsibility and self-education.

Vocational courses, which are so much needed, are found only in scattering centers within the State, and even there only to a limited extent. The reasons for this are obvious: teachers are not available; equipment, materials, and supplies are expensive, and public officials are subjected to constant pressure by certain labor union and other groups to restrict the vocational education opportunity of Negroes. Nevertheless, many centers are beginning to offer education in skills, and also to increase the guidance opportunities where the teaching personnel can supply such service. There is also a great need for more and better coordination among various guidance agencies operating in the State. Better functioning councils might help answer the problem. Adult education councils might also be beneficial in another manner. Shy persons might enter upon educational activity through the more informal procedure of the council, where this organization carries on direct adult education activity, and then proceed to the more formal school classes later.

Although the adult education offering in the State is well balanced and adapted to meet the needs of the individual communities, the

following avocational courses are suggestive as possible additions in some areas. Such courses would help in raising community intelligence and in raising community tolerance. These courses are: art, interior decorating, fashion design, ceramics, current affairs (daily living), law in everyday life, shop-work, typing, consumer buying, and everyday psychology. Adult education depends for its success upon its responsiveness to community interests and to student tastes.

North Carolina has a good system of financing adult education, and one phase of the State plan of financing should be copied from the California plan (money to be allocated on the basis of average daily attendance). Other provisions of the California plan might with profit be adopted in North Carolina. The plan in California is this: State aid for adult education is calculated on the basis of average daily attendance, with an additional sum if the locality maintains an organized evening high school. Local school districts may also levy a special tax where necessary and may charge enrollment fees up to \$6.00 per student per term. In 1937 adult education cost the state of California 27 cents per capita, 1.07 per cent of the total educational budget.

It might be advantageous in North Carolina to follow the practice of choosing lay directors of adult education programs in communities. Such a practice has several advantages:

1. It may bring to the administration of the enterprise qualities that a school man may not possess.

2. It may help diminish the opposition to school teachers and school that survives in so many people's minds from unpleasant experiences as students.

3. It might foster the most distinguishing characteristic of adult education; namely, its responsiveness to lay interests.

The North Carolina plan includes the selection of well-trained faculties which include not only certified teachers, but also laymen who give instruction in the fields of their professional or avocational interests. But far more boards or

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Our New Faculty Member—War

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ing nation, would feel strong enough to challenge her supremacy. In 1914 Germany made her first bid for power. So great was the German strength that in spite of the formidable alliance against her she might well have won had the war been confined to the Eurasian system. But at this stage a significant event occurred: the United States took part in the European quarrel, and with money and men preserved English hegemony in the Eastern Hemisphere.

Up to that time, the pecking order of the Western Hemisphere had been a system apart. After we had once attained our growth, European birds were bluntly told, via the Monroe Doctrine, to stay in their own yard. The United States warred against the British to the north (in 1812) and to the Mexicans to the south (in 1846) to establish dominance over North America. In McKinley's administration we drove Spain off our roost. From time to time thereafter we gave diplomatic pecks to Latin-American nations, to keep our privileges intact, or to obtain new privileges. In Theodore Roosevelt's administration we got the Panama Canal Zone from Colombia, and cautioned Venezuela. In Wilson's administration we pecked, more vigorously, a resentful Mexico, whose oil fields were being exploited. In Coolidge's administration our marines were still in Haiti; in Hoover's, in Nicaragua.

When, in 1917, we helped to preserve the British and French empires against German attack, we gave the first proof that a fundamental change was taking place in the world's system of hegemonies. Expanding populations, industry, and communications were merging the formerly distinct international orders of the two hemispheres. We did not accept the implications of 1917. A wave of reaction swept the country. In the face of all the social forces at work in the world we became "Isolationist." As a result the League of Nations, to which our idealism gave birth, quickly degenerated into a mere instrument of imperialistic policy. Fifteen years after the first as-

sembly of the League, three furiously discontented powers—Japan, Germany and Italy—had snarled their resignations, in order to leave themselves free for imperialistic action on their own behalf.

Meanwhile man's science, through radio and the airplane, was shrinking the world still further. These revolutionary advances broke down forever the last barriers between the hemispheres. The Atlantic Ocean became hardly more important an obstacle than the English Channel had been in Napoleon's day. The Pacific was, as we learned yesterday, one small fraction of the distance Commodore Perry traversed. Radio permitted an instantaneous and continuous exchange of intelligence, ideas and propaganda.

Today it is clear that the two great international pecking orders have become one: or more seriously, the United States, heretofore serenely confident of its unchallenged position in the West, finds itself in serious danger of being degraded to a lower place in the unified universal system of the near future. Today it is painfully clear that with the victory in Europe or Asia or Australia of any great dynamic power or alliance of powers, American supremacy in the world order of nations has been challenged. The military and naval challenge of Germany and Japan has again raised the issue of world leadership.

Within the next decade, it is reasonable to believe, American will be beyond dispute the most influential power in the world, or we shall be a nation increasingly dominated from abroad, with alien ideas and traditions being substituted for the ideas and traditions of democracy, and with a standard of living steadily declining toward the prevailing low standard of the world.

In this decade two great currents of world thought come foaming to the rapids where they will struggle for mastery of the stream of future history. One current has its rise in the primitive concept of power as a source of benefit to a military elite, which ruthlessly exploits people in the mass for its own satisfaction and increase of privilege. It is the current which

has borne on its surface all the brutal imperialisms of past and present. Its chart was drawn in the sixteenth century by Machiavelli, and has never since needed alteration.

The other current, which in the last five hundred years has steadily gained in force, springs out of the concept of power as a source of benefit to society as a whole. This is the current which has brought to the shores of history the democratic achievements of the world. From Plato to Dewey men of mind have attempted to find the intellectual basis on which an enduring social structure could be erected, looking toward a systematic betterment of the lot of men in the mass. We in the United States are still a long way from the discipline and knowledge which we need in order to build a state which works efficiently toward democratic ideals. But that is not now the issue. The fact is that American democracy represents the farthest advance toward the mastery of fear yet made by man. The fact is that in recent centuries democratic idealism has been playing a larger and larger role in human history. Yesterday, I was certain that the world was nearer to a democratic fulfillment than ever before. Today, I realize that fulfillment is gravely threatened. We witness the beginning of a titanic struggle between fear and hope, between the despotic and democratic concepts of power, the United States symbolized not so much the civilization of the West as the aspiration toward freedom of mankind through the ages. Against the revival of jungle law, against the Nazi, the Nazi conception which Spengler has summed up in "Man is a beast of prey." Against the threat of Munich, Tobruk, Dunkirk and Pearl Harbor we are hard put to survive, but war is with us.

In this war, I warn you, we may have to violate some democratic traditions. But with England, the last major democratic power of Europe, fighting for her life, the United States cannot choose between measures that will absolutely safeguard democracy and

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In Behalf of Literacy

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lish than in any other subject (since more hours are required in that than in any other field), decide to major in it. Thus is annually replenished our crop of English teachers. They are the ones who send us near-illiterates, and the near-illiterates in turn finally reach college, where they spend four years of obeisance to routine requirements, after which they go back to the schools only to send us more of the tribe. Did some one call this sort of thing a "vicious circle?"

Another reason for the low degree of literacy among the throng of energetic and idealistic young men and women who come to college each year is that there are administrators of high schools who in their enthusiasm for a popular brand of progressive education have furthered a program which can be called neither progress nor education. When asked why they replace fundamentals with easy sops, they reply that they are training boys and girls for life. What they mean by "life" is not quite clear, but it is clear that there is a shift of emphasis from basic training in the rudiments of oral and written expression and of other skills and knowledge equally essential for successful living in an enlightened world.

The quest for further causes of near-illiteracy among high school graduates and incoming freshmen is complicated by many factors of our social order in their relation to the American system of mass education, a system that is inextricably interwoven in the general fabric of democratic institutions and ideals. If it is democratic to educate everybody, it is impractical; in fact, impossible. Where selection plays so small a part in public school population, our schools have numbered among the well clothed, well housed, well fed, and mentally well endowed, other students who have every right to seek an education but who for sociological reasons find the difficulties insurmountable. In such cases the home life, health, and mental condition of the children render learning impossible, if not, for the time being at least, irrelevant.

We have refrained from laying too great a share of the blame for near-illiteracy of numerous high school graduates on any one sector of the American educational set-up, dividing it among the administrators and faculties of colleges, principals and teachers of elementary and secondary schools, misinterpreted and distorted educational philosophies, and certain inevitable developments in democratic mass education.

In light of the existing situation and the few causes that have been suggested, what recommendations can be offered?

It is possible for the college to go a long way towards bringing about the needed improvement throughout, if it accepts the obvious fact that the trouble lies not only in the kind of student that enrolls in the Freshman Class, but in the kind of student that graduates from the Senior Class. It can best assume its responsibility by a more careful selection of its faculty, both in and outside the English department; by employing an adequate number of instructors for composition courses so that each one can devote the necessary personal attention to every student; by making more rigid the requirements for English majors and minors (the future English teachers!) and enforcing these requirements; by formulating and executing a system of interdepartmental cooperation in English which will enlist every teacher in the institution in a college-wide campaign for correct and clear expression, and by giving to all seniors, as a requirement for graduation, an efficiency test in English composition.

These things the colleges can do, but there is also work for the elementary and secondary schools.

The principal must first see the light himself and then pass it on to his teachers. If he is enthusiastic about drama, football, and choral or band music, his teachers prudently actuated by bread-and-butter consideration if not, indeed, spurred on by his contagious spirit, will produce good plays, good football, and good music. By the same token, if he reveals a live interest in the improvement of the language that the pupils are speaking

and writing, the English teachers, likewise, will endeavor to produce.

We must look for other remedies in spheres which though related to the field of education lie outside its immediate province. There are social and economic ills that spread out and affect education as they do everything else. These cannot be fought by attempting to do away with mass education, which is as indigenous to America as Indians and Dollar Days. But in order for mass education to fulfill its broad social aims, the public conscience must be awakened to the crying need for curing the organic ills in our social order. The people must be made to know that while there may be a few pupils whose failure to do satisfactory work is caused by a paucity of intellect, there are many more whose low grades can be traced to homes where there is neither food, nor heat, nor light, nor joy. These are problems of sociology, of economics, of true statesmanship, of militant religion, and even of eugenics. But in their solution lies much of the task of increasing literacy and thereby raising the general level of our culture as a race and as a nation. There can be no better way of laying the foundation for permanent civilian morale and lasting national defense.

Believing that our situation here at the Agricultural and Technical College, if not entirely typical, does present some problems common to all colleges and in particular to Southern Negro colleges, we have attempted to describe the English used by high school graduates who matriculate, to set forth what is expected of them before they can be considered ready for regular freshman work, to name a few of the outstanding causes of near-illiteracy among a large number of them, and to suggest several remedies for this unattractive condition.

Only when every leader concerned imagines, thinks, and acts as if the solution can begin in his own bailiwick will the way be open for sound training of our students in the basic tools of logical, correct, accurate, and effective expression.

State Adult Education— A Critical Evaluation

(Continued from Page Six)

councils of townfolk and students might be added to assist in policy determination, in curriculum building, and in the choice of instructors. For to the adult school students do not come primarily to remedy academic shortcomings, nor do they come entirely for vocational improvement. Personal growth is their larger objective.

Most state programs now offer short, unit courses in the summer at the state university or state teachers colleges for the training of adult education teachers. North Carolina offers such courses in both her white and Negro colleges. But along with this insistence upon adequate training should also come a guarantee of tenure for the teachers. Under the present North Carolina adult education set-up, unless a teacher is good enough to hold a class that is free to walk out on him he loses his job. This condition doubtless makes for better teaching, but teachers suffer from the insecurity that it entails. California attempts to meet this problem by providing that if a teacher can hold his students until a specified date—usually about two months after the start of the term—he is guaranteed tenure for the remainder of the term. North Carolina might well incorporate some such ruling in its state adult education program.

It is thought that if the above mentioned suggestions are carried out students in the North Carolina Adult Education program will more fully realize the following objectives:

1. Increased happiness.
2. Greater enjoyment of leisure time.
3. Improved health.
4. More and better directed intelligence.
5. Greater vocational efficiency.

The State, to do this, should assume additional responsibility for activities designed as follows:

1. To go beyond the mere provision of adult educational opportunities into the stimulation of

participation in adult educational activities. This must include Negro as well as white citizens, rural as well as city dwellers.

2. To coordinate the adult education activities of private agencies to the end that wasteful duplication or gaps in the programs may be eliminated.

3. To protect citizens from exploitation by individuals or agencies that attempt to derive personal gain through providing adult education opportunities.

4. To provide educational and vocational guidance for adults. In the words of the Report of the Regents' Inquiry, "All Americans should come to understand who their neighbors are, what their problems are, and how to tackle those problems together. Adult education means learning how to work together. It means the education of those who have lost the chance of formal education. But it must also develop spiritual values."¹

5. To specify and emphasize the dissemination of civic and social education among Negroes. The statement has been made that no subdivision of the field of adult education is so greatly in need of development as that relating to the Negro population in the United States. This is particularly true in all the Southern states, and North Carolina proves to be no exception. The experiments sponsored by the American Association for Adult Education in the Harlem district of New York City and in Atlanta, Georgia, have served to indicate both the caliber and extent of this need. An adult population which all too generally in its youth has been deprived of educational opportunity cries all the more loudly for educational assistance in maturity.

There is room for a very large measure of activity, both on the part of private organizations and on the part of those supported by tax funds, before the minimum needs of Negro grown people will have been met.

¹ Reeves, Fansler, and Houle, *Report of The Regents' Inquiry*. McGraw-Hill Book Co. New York, 1938. N. Y. State Department, Division of Vocational and Extension Education.

Our New Faculty Member—War

(Continued from Page Seven)

measures that will expose it to dangers. The choice is only between a lesser evil and a greater one. Just now I know that the problem of keeping democracy alive must take precedence over the problem of making democracy work better. The tragedy of France is an object lesson. Throughout history democracy has been the continued privilege only of the secure. If to make our world position secure we reluctantly suspend certain democratic forms, we must make sure that respect for those forms, and for the spirit of democracy, is nourished in our schools, and that the oncoming generation is educated to respect representative government. Today we begin to move irresistibly toward hemispheric and world leadership, or we move downward to humiliation.

I am sorry to have kept you so long. The morning's paper gives us a slight clue to the ghastly tragedies of death and destruction at Pearl Harbor and compels me to denounce this new faculty member that is squandering human life with the riotous prodigality of an angry child amid Dresden china. He must be overcome. I think of the men who died yesterday. Their death brings to mind the heroine of history who when about to be executed was asked if she had a last word to say. "Yes," she replied, and to the assembled curious said, "I die for a cause. For what do you live?" As we begin this new phase of life's history—and though this morning the darkness seems deep—war challenges you to find and teach the answer to the challenge ahead. Our men are dying for a cause. "For what do you live?" Find the strength and the reason with which to answer that—then transmit it to our charges.

Thank you.

Classes will be accelerated to make up for the time we have lost.

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VOL. XIII OCTOBER, 1942 No. 4

Necrology

The Teaching Profession Loses Many of its Devoted Teachers

Since our last issue of the RECORD death has entered our ranks and taken from our classrooms many of our teachers who have given long and useful years of service. We may only mention them here but in a later issue hope to give due credit to them individually.

Miss Rosa Manley who for years rendered efficient service as principal of the Oberlin School, Raleigh, N. C.

Prof. Charles M. Eppes who for over a quarter of a century headed the public schools of Greenville and never missed a meeting of the Association through a period of sixty years.

Prof. W. E. Knight who headed the Winchester High School at the time of his death and who had rendered similar service at Garysburg and at St. Augustine's College, Raleigh.

Prof. W. H. Hannum, who for more than forty years headed the Department of Mathematics at Livingstone College, Salisbury.

Mr. D. S. Pridgen, long time a teacher in the Columbus County Schools and at the time of his death teacher in the Whiteville School.

Mrs. Laura King who for many years rendered valuable service as Jeanes Supervisor of the Johnston County Schools and at the time of her death retired and living in her comfortable home at Selma.

Mrs. Nannie Smith, wife of the late President E. E. Smith, of Fayetteville State Teachers College, who for many years and to the time of her death was business manager of the college.

On account of limited space in this issue we forego any eulogy or biographical sketches until our next issue in which fuller details of the great services rendered by our dear departed will appear.

The Teacher and Her Pupils

Another school year with many added responsibilities is upon us, and in these days of anxiety of

stress and strain we rededicate ourselves to the tasks before us.

It is ours to do all in our sphere of action to create good citizenship, to foster high ideals of public service; to define both by precept and example, what is true living.

This can be done by better teaching and unswerving loyalty to our democratic way of life. In the entire sphere of the school which is a vital part of the community we may render a service not only indispensable for the present but a main guarantee for the future.

To us is entrusted the task of bringing youth through the trying period of childhood to adolescence, to the period of full citizenship.

Two thousand years ago Pliny, the great Roman Satirist, looking upon the children playing in the streets of Rome, made this significant statement: "*Puero reverentia maxima debetur.*"—Our greatest reverence is due to youth. Our observation is that youth is changeless except as affected by social environments. In what sense shall we revere youth—not so much because of what they are when committed to our charge; rather because of what they may become if under our tutelage, we environ them properly and guide them wisely.

The bull calf butts with smooth and unarmed brow nevertheless in doing so he develops that physical prowess that eventually will make him leader of the herd when once his horns have grown. So the youth of today stumbling and falling as he moves from class to class and making such egregious errors that they seem to be plagiarizing from our own youthful experiences is nevertheless developing, under our tolerant and sympathetic leadership those moral intellectual and spiritual attitudes which will fit them for assuming all the duties and responsibilities of citizenship as well as properly to enjoy all the easements, benefactions and privileges which that citizenship implies.

To that end many of us will need to revise our disciplinary methods. We are not absolute monarchs and little Hitlers.

As principals and classroom teachers we are the heads of little democracies in which the youth are subjects with certain inalienable rights which cannot or should not be over-ridden. These should be duly recognized and sacredly respected. They should be taught what are the "metes and bounds" of these rights and so be prepared to defend them in the larger democracy of the State.

Let us reverence youth as a sacred trust committed to our hands. Doctor Lyman Abbot says that upon one occasion he picked up a ripened acorn beneath a spreading oak and placing it to his ear he interpreted it as saying: Some day I will be a sturdy oak, and the birds shall come and build their nest, and rear their callow young amid my leafy branches; some day I will be a spreading oak and the cattle grazing on the hills shall at noon lie down beneath my cooling shade; some day I will be a burning log upon the farmer's hearthstone; and as the biting blast of winter swirls about his dwelling I will make

him content as he sits by my warming fire; some day I may be the ribs of a mighty ship that shall safely bear men through night and tempest to some haven in another world.

So we reverence youth because we see in them great possibilities as Dr. Abbot saw in the future of the acorn.

The obscurest germ of existence is interesting—is grand when we discover that there is wrapped in it some hidden form of beauty and utility.

For many years in one of our colleges it was my privilege thoroughly to test the philosophy here set forth and after thirty-five years of observation I have no reason to feel that it was wrong but with new techniques and new methods of approach to the problems involved may be greatly expanded and improved upon.

Respect for human personality will in the end bring pleasant and lasting friendships between teacher and learner, whether in the machine shop, elementary grades or in the college classroom.

I am sure the light by which my own footsteps were guided contain a modicum of truth.

(1) Sympathy will go a long way in helping the pupil to discover himself:

"Oh this world's a curious compound
With its honey and its gall
With its cares and petty crosses
But a good world after all,
And a good God must have made it

Leastwise that is what I say
When a hands upon my shoulder
In a friendly sort of way."

Don't reserve your *sympathy* everybody needs it.

(2) Students as a group are honest and trustworthy. You usually get what we look for in the classroom. In the beginning assume this postulate.

(3) I believe the average student is both ready and willing to do "the right thing," if we make the proper approach.

(4) Advise the student to be loyal to his class—if he is not asked to put his conscience into a "trust."

(5) Encourage honest work by assuring the student that a man without a diploma is worth infinitely more than a diploma without the real scholar behind it. Remember the aim of the college should be to clarify the students perspective and to show that "life is more than meat and the body than raiment."

(6) Never forget that wonderful letter of Paul to the people at Corinth, "Love suffereth long and is kind." As a matter of fact even as a code of ethics it will pay every teacher to read the 13th chapter of Paul's letter to certain Christians at Corinth, who stood in some need of that kind of correspondence.

With profound sympathy and a keen understanding of the problems before you, we bid you God speed, and from the vantage ground of age and long years of toil in similar work can assure you that you will have your reward in the verdict of your own minds that your work has been faithfully done.

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Any Errors or Omissions Will Be Gladly Corrected

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Mr. S. L. McLendon, Miss S. M. Shepherd, Miss M. Brown, Miss S. Fennell, Miss M. Brame, Mrs. I. M. Haynie, Mrs. E. V. Hill, Mrs. V. E. Ford.

County Group

Mrs. N. B. Tate, Mrs. O. Davis, Mrs. C. V. Kelsey, Mr. F. A. Matthewson, Miss E. Matthewson.

CAMDEN COUNTY*Rosenwald School, South Mills*

Mr. M. C. Calloway, Mrs. Katherine Calloway, Mrs. Sallie W. Artice, Mrs. Hortense Wells, Miss Lucile Murray, Mrs. Mattie Stokely, Miss Bettie P. Robinson, Mr. Clarence Bowe.

CASWELL COUNTY*County Unit*

Mrs. T. C. Beam, Miss W. M. Floyd, Miss L. McCullough, Miss Mabel Haith, Mrs. F. K. Lanier, Miss Z. E. Belton, Miss L. L. Currie, Miss L. L. Gaddy, Mrs. L. B. McMillan, Mrs. D. G. Penn, Mrs. S. M. Edgerton, Mrs. V. W. Brown, Miss D. M. Bame, Mrs. O. M. King, Miss E. Williamson, Miss V. B. Pickard, Miss E. J. Stokes, Mrs. A. W. Scruggs, Miss J. Williamson, Miss H. L. Dillard, Miss S. H. Williamson, Mrs. C. A. Stanley, Mrs. E. A. Hunt, Rev. J. T. Harroway, Mrs. N. H. Geary, Miss D. L. Palmer, Miss R. L. Hanes, Miss S. A. Archie, Mr. B. F. McCallum, Miss A. C. Borden, Mrs. E. H. Smith, Miss H. L. Jeffers, Mrs. C. C. Slade, Mrs. E. M. Whitworth, Miss E. B. Bigelow, Mrs. O. D. Brown, Mrs. A. B. Browning, Miss S. B. Meador, Mrs. J. H. Simmons, Miss L. Hill, Mrs. G. E. Hill, Miss W. C. Carrington, Mrs. C. P. Chambers, Mrs. A. D. Jeffries, Mr. T. L. Brown, Mrs. V. L. Brown, Miss F. Gwynn, Miss O. Graves, Miss N. E. Evans, Miss H. Bigelow, Miss M. E. Dodson, Mrs. M. W. Williams, Miss M. B. McConaughy, Mrs. E. M. Wise, Miss E. B. Vaughan, Miss M. Evans, Miss G. L. Brown, Miss C. L. Price, Mr. D. L. Lash, Mr. J. D. Morgan, Jr., Miss L. Hartman, Mrs. B. M. Nance, Miss C. E. Graves, Mrs. C. A. Turner, Mrs. Gainelle Bruce, Mrs. M. P. Freeman, Miss M. L. Palmer, Mrs. A. B. Johnson, Miss L. B. Cherry, Mr. J. C. Browning, Miss A. Stewart, Mrs. L. W. Davis, Miss Louise Wilmer, Mr. W. A. Bingham, Miss B. M. Hunt, Miss Wilhelmina Brown, Mrs. A. T. Taylor, Mrs. Mary Griggs.

Yanceyville High School

Mr. N. L. Dillard, Mrs. Gladys Dillard.

CATAWBA COUNTY*Ridgeview High School, Hickory*

Prof. A. W. Booker, Mrs. D. I. Moore, Mrs. A. J. Deal, Miss M. G. Poston, Miss M. B. Davis, Miss L. Y. Washington, Mrs. E. D. Anderson, Mrs. H. B. Horton, Miss E. E. Howze, Mrs. M. S. Mitchell, Miss D. Bennett, Miss E. A. Cox, Miss M. G. Belton, Miss F. B. McCurry, Mr. E. T. Moore, Mrs. C. H. Booker, Miss I. V. Dunscomb, Mrs. M. J. Johnston, Mr. N. Brown, Miss L. G. Ellis, Mr. C. B. Tukes, Mr. H. L. Faggett, Mr. D. E. Forney.

County Group

Miss Inez Anderson, Mrs. Esther D. Moore.

Newton-Conover School

Mr. T. H. Broome, Mr. W. H. Jones, Mr. C. N. Jenkins, Mr. T. D. Murchison, Miss Amanda Smith, Miss Estelle Waddell, Miss Gladys Smyre, Miss Fanny Headen, Miss Gladiola Singleton, Miss Sarah Waddell, Miss Constance Adams.

CHATHAM COUNTY*Horton High School, Pittsboro*

Mr. B. J. Lee, Mr. J. D. Fisher, Mrs. L. C. Fisher, Mrs. Mary Douglas, Mrs. O. A. Harris, Miss D. L. Britt, Mrs. L. C. Baldwin, Mrs. C. E. Snipes, Mrs. Evelyn Artis, Mrs. O. M. Elliott, Miss A. B. Harris, Mr. C. L. Powell.

Chatham County Training School

Miss A. L. Marsh, Miss S. L. Marsh, Mrs. M. B. Benson, Mrs. R. H. Robinson, Mrs. Vallie Alston, Mrs. A. Council, Mrs. A. F. McCleave, Mrs. L. F. Foust, Mr. E. S. Ramsey, Mrs. S. D. Peay, Mrs. G. R. Dowdy, Mrs. H. B. Waldon, Mrs. A. S. Kennedy, Mrs. L. L. Foster, (Sub.).

Goldston High School

Mr. A. G. McLaughlin, Mrs. M. L. McLaughlin, Mrs. F. D. Little, Miss I. Cooper, Mrs. L. M. Smith, Mrs. N. C. Sanders, Mr. W. H. McLaughlin, Miss A. J. Thompson, Mr. M. B. Ray, Mr. W. A. McLaughlin.

County Group

Mrs. Robenia T. French, Mr. Allen McCleave, Miss Annie S. Tyson, Miss Lois Rieves, Mrs. F. Peebles, Mrs. Cordelia R. Headen, Mr. J. D. Womble, Miss M. B. Hooker, Mrs. Hattie Siler, Miss Nancy Rieves, Mrs. L. F. Rogers, Miss F. M. Baldwin, Miss Estelle McCallum, Miss D. M. Edwards, Miss L. M. Laster, Miss L. M. Gunter, Miss Louise Durham, Mr. O. P. Foster, Miss Lula Avant, Mr. B. Coward, Mrs. Janet Richardson, Mrs. C. A. Horton, Mr. R. I. Brodie, Mrs. Beulah Clegg, Mrs. T. V. Crump, Mrs. E. S. Clark, Mrs. C. M. Council, Mrs. Cassie D. Ridley, Mr. Allen F. McCleave.

CHOWAN COUNTY*Edenton High School*

Miss B. M. Capehart, Mrs. M. M. Tillett, Mrs. A. B. Slade, Miss T. R. McClenny, Mrs. E. D. Heritage, Mrs. Fanny B. Badham, Mrs. B. F. Holley, Miss E. M. Strain, Mrs. S. F. Wilson, Miss E. Foreman, Mrs. D. M. Walker, Mrs. S. L. Reeves, Mr. Joseph Bennett, Mr. A. Blaine, Mr. W. R. Salade, Miss F. L. Hines, Mrs. A. L. Murdock, Mr. B. C. Newsome, Mr. D. F. Walker, Principal.

County Group

Mrs. Sadie B. Hawkins, Mrs. Carrie Brown, Mrs. Elizabeth L. Brown, Miss Laura J. Hawkins, Rev. S. N. Griffith.

CLEVELAND COUNTY*Cleveland High School, Shelby*

Mrs. M. G. Foster, Mrs. C. S. Mack, Mrs. C. G. Burton, Mrs. L. W. Howell, Miss F. L. Morrow, Miss E. A. Bridges, Mrs. L. H. Turner, Miss E. H. Mills, Miss L. M. Warren, Mrs. M. T. Ezell, Mr. A. F. Flagg, Mrs. M. K. Pass, Mrs. A. W. Roberts, Mr. W. C. Young, Mrs. E. Y. Perkins, Mr. J. D. Hoskins, Mr. R. L. Garrett, Mr. B. D. Roberts.

Davidson School, Kings Mountain

Rev. R. J. Davidson, Miss Mattie L. Gidney, Miss Julia M. Eaves, Mrs. Mattie B. Ledbetter, Mrs. Grazele R. Rippy, Mrs. Jessie G. Costner, Mrs. Marguerite N. Hargraves, Mr. J. W. Linch, Mr. C. E. Fowlkes.

Compact High School

Mr. L. L. Adams, Principal; Mrs. K. J. Wilson, Mr. C. P. Dusenbury, Mrs. B. C. Woodland, Mr. Marshall Campbell, Mrs. Susie M. Taylor, Miss J. L. Crawford, Mr. Herbert Gidney, Mrs. Mildred C. Howell, Mrs. Ina V. Brown, Miss Margaret J. Falls.

Cleveland County Group

Mr. Henry T. Allen, Mr. A. A. Curry, Mrs. Mary S. Ball, Mrs. Laura M. Burge, Mrs. Beulah L. Thompson, Miss Susie Cooper, Mrs. Zetta Corry, Mr. John Curry, Mrs. Mary A. Croom, Mrs. Jethro Henry, Miss Marion Franklin, Mrs. Lillian Carter Green, Rev. D. P. Harley, Mrs. O. D. C. Reid, Miss Lissie Hopper, Miss Esther N. Knuckles, Miss Carrie A. Means, Mrs. Bessie Pass, Mr. Robert Dixon, Miss Mattie Peeler, Miss Mabel Ratcliffe, Miss Eleanor Roberts, Miss Sylvia Robinson, Miss Sara L. Ross, Miss Glendola Rudisill, Mr. A. J. Taylor, Mrs. Hester Ward, Mr. C. G. Wilson, Mr. Charles Wilson, Mrs. Emma Woods, Mrs. Floride Smith, Mrs. C. M. Howell, Mrs. Hattie Edwards.

Douglas High School

Miss Lula Walls, Miss Ganell Harris, Mrs. Shiela Mock, Miss Josephine Battle, Mr. Z. S. Hargrave, Mr. A. D. Belton, Miss Gertrude G. Plair, Miss Louisa Cooper, Miss A. G. Harshaw, Mr. F. M. Pullen, Rev. A. W. Foster.

COLUMBUS COUNTY*Columbus County Training School, Whiteville*

Mr. J. E. Byers, Principal; B. T. Elliott, W. W. Jacobs, J. A. Spaulding, Beatrice R. Martin, Mary R. Gore, Lessie M. Newell, Bernice S. Jacobs, Emma T. Powell, Glenera T. Hankins, Dorothy L. Moore.

County Group

Prof. R. D. Tynes, Mrs. C. B. Hicks, Mrs. Maggie C. Boone, Miss Annie S. Henry, Mr. D. S. Pridden, Miss Kathleen Howell, Mrs. M. M. Fuller, Mr. A. L. Williams.

CRAVEN COUNTY*West Street School, New Bern*

Prof. J. T. Barber, Miss E. E. Buchanan, Miss W. J. Cordon, Miss M. E. Dent, Mr. P. Jenkins, Miss W. M. Johnson, Miss E. C. Mials, Mrs.

Mary McIver, Mrs. C. E. O'Hara, Mrs. E. M. Powell, Mrs. G. L. Redding, Mrs. M. B. Styron, Mrs. M. B. Danus, Mr. F. R. Danus, Mrs. C. B. Fisher, Mrs. B. L. Rivers, Mrs. L. B. Smith, Mrs. E. G. Adams, Mrs. W. G. Mumford, Mrs. Mary S. Perkins, Mrs. S. J. Pickett, Miss K. Triplett, Miss L. M. Jennings.

Craven County Unit

Mrs. Mary Wynn, Miss Mathilda Godette, Miss Winnie Cobb, Mrs. Carrie Wise, Mrs. Annie Chapman, Miss Annie Walker, Miss J. V. Jackson, Miss Catherine Martin, Mrs. Allie B. King, Mrs. Martha Butler, Miss Tama Smith.

CUMBERLAND COUNTY*Fayetteville State Teachers College*

Dr. J. W. Seabrook, Mrs. S. C. Barksdale, Mr. H. A. Black, Mrs. J. R. Boutte, Mr. L. L. Boykin, Mrs. F. R. B. Brown, Mr. R. D. Brown, Mrs. T. L. B. Byers, Miss M. J. Chavis, Mr. C. A. Click, Mr. J. E. Coppage, Mr. J. H. Douglas, Mr. J. W. Freeman, Mrs. L. V. Frye, Mr. I. E. Glover, Miss L. T. Jackson, Mr. H. L. M. James, Miss Effiette Marin, Mr. J. B. MacRae, Mr. W. S. Maize, Miss E. L. Murphy, Mr. J. E. Reinhardt, Mr. L. H. Robinson, Mr. W. D. Scales, Mr. J. D. Scott, Mrs. M. M. Seabrook, Mr. H. S. Smith, Miss M. E. Terry, Miss N. M. Travis.

Newbold Training School

Miss J. V. Phifer, Mr. Norman Dixon, Miss F. P. Eaton, Miss E. B. Grigsby, Miss N. A. Hucles, Mr. W. P. Jones, Mrs. M. F. Miller, Miss E. V. McIver, Mr. N. Royal, Miss C. L. Smith, Miss Sadie Steele, Miss H. C. Thomas, Miss C. B. Williams, Miss J. H. Williams, Mrs. F. Alston, Mrs. F. D. Dennis.

E. E. Smith High School

Mr. E. E. Miller, Miss Miriam Penn, Miss F. H. Hayes, Mr. A. F. Morrow, Mr. Robert Moore, Miss A. Groves, Miss I. C. Fowler, Miss L. T. Williston, Miss C. L. Holden, Mr. M. L. Wall, Mr. J. T. Johnson, Mr. W. Edward Murphy.

Orange Street School

Edwin J. Martin, Caldwell O. Johnson, Mrs. Vidi R. Branche, Mrs. Lena P. Henderson, Mrs. Rachel Simpson, Mrs. Beulah Melchor, Mrs. Malissa McN. Brice, Miss Julia Elliott, Miss Elizabeth Alston, Miss Carrie Smith, Mrs. Odell Richardson.

Anne Chesnutt High School

Mr. E. A. Armstrong, Principal; Mr. J. P. Bowers, Miss Inez Ferguson, Miss V. E. Kyle, Miss C. V. Phillips, Miss I. C. Taylor, Mrs. Eliza A. Price, Mrs. T. J. Ware, Mr. Elbert Pettiford.

Edward Evans School

Mrs. Ametia Avent, Mrs. Emily McMillan, Mr. J. C. Lewis, Miss Bertha Anders, Miss Lessie Baldwin, Miss Frances Williams, Mr. Robbie Wright, Miss Alice Elliott, Mrs. Madeline Black, Mrs. Selina Melvin, Principal.

Armstrong High School

Mr. John Lewis, Jr., Mrs. Mary P. Robinson, Mr. Jerry Hollingsworth, Mr. Isaac G. McNatt, Miss Ida E. Inman, Miss Nettie P. McNeill, Mr. Grady H. Polson, Mr. Harvard W. Jones.

Cumberland County Unit

Miss Carrie G. Lamb, Miss Susie Evans, Mrs. Bertha Gillis, Mrs. Mae Rudd Williams, Mr. E. P. McMillan, Mrs. Eugenia Scott, Mrs. Lorena G. Coppage, Mrs. Pinkey McMillan, Miss Lucretia Williams, Miss Minnie McLaughlin, Mrs. Laura T. Mitchell, Mrs. Mattie Andrews, Mrs. Katie Webb, Mrs. Ida W. Murchison, Mrs. Ruth Long, Mrs. Annie M. Evans, Mrs. Irene Montague, Mrs. Bertha Stephens, Mr. Roscoe C. Simmons, Mrs. Ethelind Smith, Miss Alvenia Wooten, Mrs. Chloriena Herring, Mrs. J. G. Smith, Mr. Allen Flemming, Mrs. Thelma B. Avent, Mrs. Vann S. Barnes, Mrs. Pearl German, Mrs. Sallie J. Thigpen, Miss Louise Lockamy, Mrs. Janie G. Bugg, Miss Mary A. McMillan, Mrs. Meta Evans, Miss Gladys Treadwell, Mrs. Lula Hawes, Mrs. Geraldine Dawson, Mrs. Naomi Humphrey, Mrs. Louretta Woods, Miss Sara Chestnutt, Mr. Woodrow McKoy, Mrs. Juanita L. Drake, Mr. J. Franklin Drake, Miss Lena Wood, Miss Naomi E. McMillan, Mrs. Mittie Clark, Mrs. Yvonne Cole, Mrs. Eunice Sherman, Mrs. Nellie Stewart, Miss Leola Smith, Miss Eva M. Slater, Mr. W. T. Alexander, Mrs. Lucile Ray, Mrs. Ethel M. Raiford.

CURRITUCK COUNTY

Mrs. Judy Poyner Johnson, Mrs. Almata D. Felton, Mrs. Madieth H. Williams, Mrs. Inez H. Hare, Mrs. Ruth G. Mullen, Mrs. Myrtle S.

Bolden, Mrs. Alice B. Brown, Miss Cleopatra Wilson, Miss Minnie Lofton Flood, Miss Faye J. Martin, Mr. Sherman J. Williams, Mr. George R. Jordan.

DAVIDSON COUNTY*Church Street School, Thomasville*

Mrs. Naomi H. Rudd, Mrs. Helen E. Kanoy, Mrs. Hazel F. Harding, Mr. Marven Warren, Mr. E. L. Peterson, Miss C. L. Holt, Miss L. L. Hester, Miss Dorothy Burton, Miss Gallinette McLean, Miss E. J. Wilmore, Mrs. Lola H. Waddeil, Miss N. O. Johnson.

Dunbar High School, Lexington

Mr. Don A. Wooten.

Petersville School

Miss Frances Farrington, Miss Flocine Dixon.

Southmont School

Mrs. L. M. Evans, Rev. A. T. Evans.

New Jersey School

Mrs. Irene Von-Seele, Miss Mildred Eller.

Union Chapel

Miss Mamie O'Sullivan.

Midway School

Rev. H. N. Sullivan.

Union Chapel

Mrs. N. B. Roan.

DAVIE COUNTY

Mrs. Mary Davis, Mrs. Cora L. Massey, Miss Minnie Hairston, Mrs. Ruby Hunt, Miss Geneva Clement, Mr. G. V. McCallum, Mrs. Louise Gaither, Mrs. B. J. Taylor, Miss O. V. Harrison, Mrs. P. B. Morton, Miss Adelaide Smoot, Mrs. L. S. Hairston, Miss Alice Eva Dulin, Mrs. Esther Howard, Mrs. Daisy Belle Burke, Mrs. A. Y. Bovian, Mrs. Vallie Davidson, Mrs. Mamie Krider, Mr. Edward L. Evans.

DUPLIN COUNTY*Duplin County Teachers Association*

Mrs. Mamie L. Turner, Supervisor; Mr. P. E. Williams, Mr. J. V. Highsmith, Mrs. M. D. Stanford, Rev. M. S. Branch, Mrs. I. M. Baranch, Miss N. E. Wright, Mrs. E. P. Creecy, Mr. F. E. Lenon, Mr. W. E. Smith, Miss N. G. Cooper, Mrs. M. E. Smith, Miss Beulah Bryant, Mr. F. H. Murray, Mrs. Lillian Johnson, Mrs. Hattie R. Dobbins, Mrs. Chelcey Boney, Mrs. Lucy Manley, Mrs. Mary C. Thompson, Miss Cornelia Best, Mrs. M. J. Baranch, Mr. Robert A. Merritt, Mrs. Lillie M. Farrior, Miss Bessie Beaty, Miss Evelyn Henry, Miss Veressie Williams, Miss Laura Brinson, Miss Beulah Moore, Miss Mollie Smith, Miss Mollie Cooper, Mr. J. H. Draughan, Miss Laura Bronson, Mrs. Francis Levington, Mr. James Dafford, Miss Dora Lee Merritt, Miss Catherine Claxson, Mrs. Isabella McGowen, Mrs. Mattie Pierce, Miss Alpha L. Thompson, Miss J. V. Summerset, Mrs. M. J. Chalmers, Miss Visel Savage, Mr. McCoy Barnes, Mr. C. W. Dobbins, Miss V. Q. Stringfield, Mr. Farnes Larkin, Mrs. E. W. Robinson, Mrs. F. K. Williams, Mr. A. O. Williams, Mrs. Eloise Larkin, Miss Ollie Carlton, Miss Fannie E. Smith, Mr. Joseph C. Walters, Mr. J. E. Cromartie, Mr. D. C. Blue, Mr. Charles B. McKoy, Mrs. Mildred Smith, Mr. Rossie Blackmore, Miss Eula Mae Dobson, Mrs. I. A. Williams, Mrs. Juinetta B. Boney, Mrs. Tabitha Stevens, Miss Othel Faison, Mrs. Othonia Hill, Mrs. B. Boney, Mrs. L. Miller, Mrs. Carrie Batts, Mrs. Narcissus Wells, Mrs. D. L. Frazier, Mr. R. J. Byrd, Mr. Hubert Smith, Mr. Charles Chalmers, Miss L. M. Branch, Miss Mamie Williams, Miss Lucilla Davis, Mr. R. H. Smith, Mrs. Maggie James, Miss Lillie B. Hall, Mrs. Lillian D. Johnson, Mr. Freeman Davis, Mrs. Beatrice Fennell, Mrs. Hattie Royal, Miss F. R. Everett, Mrs. Jenkie B. Herring, Miss Sallie Kornegay, Mr. Whitted Williams, Mr. John E. Normile, Mrs. J. M. Normile, Miss E. D. Everett, Mrs. Gertrude Wright, Mrs. T. Middleton, Miss Moris Allen, Miss Annie McKinion, Mrs. Mattie B. Lomas, Mrs. Beatrice Brewington, Mrs. Sudie Stackhouse, Miss Thelma Faison, Miss Ozie M. Best, Mr. W. F. Johnson, Miss Ethel M. Harris, Mrs. N. L. Armwood, Donnie V. Hall, Miss Delphine W. Truzlers.

DURHAM COUNTY*N. C. College for Negroes*

President James E. Shepard, Mrs. F. M. Eagle-son, Mr. Y. J. Grigsby, Mrs. J. W. Harris, Dr. A. Henningburg, Mr. E. High, Mr. C. L. Holmes, Rev. H. H. Hughley, Miss H. N. Hunter, Mrs. R. G. Irving, Mr. D. J. Jordan, Dr. L. H. Knox, Mr. R. L. McDougald, Miss F. P. Newton, Miss

R. G. Rush, Miss M. A. Shepard, Mr. J. T. Taylor, Miss R. Taylor, Mrs. A. P. Washington, Mr. C. T. Willis, Miss Robbie Goodloe, Dr. Ernst Manasse, Miss Parepa Watson, Mr. C. C. Amey, Miss D. S. Dent, Dr. A. Elder, Dr. W. E. Farrison, Miss E. M. Glass, Miss S. A. Holloway, Dr. J. S. Lee, Mrs. M. H. Mitchell, Mr. C. Quick, Dr. W. H. Robinson, Mrs. H. S. Scarborough, Dr. J. H. Taylor.

Hillside High School

Mr. Gilbert S. Davis, Mrs. M. McElrath, Miss I. E. Coleman, Miss Virgie S. Jones, Mr. John E. Peele.

James A. Whitted School

Miss S. J. Pratt, Miss C. S. Young, Mrs. M. W. Alston, Mrs. M. W. Gilmer, Miss H. Wilson, Mrs. P. G. Robinson, Mrs. E. T. Bradshaw, Mrs. M. L. Newby, Mrs. A. W. Morris, Mrs. M. H. Hill, Mrs. H. S. Kenney, Mr. W. H. Hill, Mrs. E. H. Marshall, Mr. Wm. Allen, Mrs. L. J. Hancock, Miss G. M. Roberson, Mrs. I. H. Bryant, Mrs. N. L. Baldwin, Prof. G. A. Edwards, Miss E. M. McLaughlin.

Walltown School

Mrs. Cora T. Russell, Miss Georgia V. B. Green, Miss Eddy B. Hicks, Mrs. Lula S. Jackson, Miss Cleo M. Russell, Miss Lyda F. Gray.

East End School

Miss W. R. Blue, Mr. W. L. Bradsher, Mrs. M. H. Brewington, Mrs. I. M. Harden, Mrs. R. D. Holloway, Mrs. B. W. Jones, Mrs. E. R. Jones, Mrs. E. D. Leathers, Miss J. E. Lewis, Mrs. G. C. Massey, Mrs. A. W. Mayer, Miss B. B. Meadows, Mrs. M. G. Nance, Miss E. F. Perry, Mrs. E. H. Plummer, Mr. F. G. Sowell, Mrs. P. B. Watkins, Mr. F. D. Marshall, Principal.

Burton School

Mrs. M. A. Watson, Miss S. L. Warren, Mrs. G. D. Whitted, Miss L. A. Shaw, Mrs. E. B. Pratt, Mr. E. E. Cannady, Miss A. M. Dunigan, Mr. F. G. Burnett, Principal.

Pearson School

Prof. N. A. Cheek, Mrs. Annie Kirby, Mrs. M. W. Amey, Mrs. Nardine Bailey, Mrs. E. W. Butler, Miss S. H. Cannady, Mrs. G. R. Cheek, P. H. Cordice, Mrs. C. T. Davidson, Miss F. W. Miss S. E. Christmas, Mrs. N. G. Cooper, Mrs. Dunston, Miss J. F. Durham, Mrs. H. D. Fleming, Miss B. L. Foster, Mrs. E. R. Hubbard, Miss H. M. Jenkins, Mrs. N. L. Johnson, Mrs. M. O. Lee, Miss J. C. Lynch, Miss B. L. McKelvey, Miss J. E. Moore, Mrs. E. R. Morrison, Mrs. D. M. Norris, Mrs. A. W. Payne, Mrs. A. M. Pearson, Mrs. B. A. Reeves, Miss L. A. Royster, Mrs. M. W. Saunders, Miss M. E. Stephens, Mrs. N. W. Thorpe, Mrs. M. E. Trice, Mrs. E. M. Turner, Mrs. B. S. White, Mr. H. M. Whitted.

Lyon Park School

Mrs. R. D. Artis, Miss M. E. Cotten, Mrs. P. F. Dame, Miss A. M. Faulk, Miss R. B. Grissom, Mr. H. A. Hill, Mrs. L. R. Holmes, Mrs. E. L. Kennedy, Miss G. L. Lambeth, Mrs. B. E. McLaurin, Miss M. L. Stephens, Mrs. C. S. Stroud, Mr. J. M. Schooler.

Hickstown School

Mrs. Rosetta B. Webb, Dr. J. Lee White, Mrs. Martha H. Williams, Mrs. Marge T. Hargrove.

Durham County Group

Miss B. A. Pretty, Miss Jessie M. Digs, Mr. C. J. Mabry, Miss Ada Davis, Mrs. Marian B. Warren, Mrs. Leona L. Smith, Mrs. Addie Gatewood, Mrs. Helen Whitted, Mrs. Essie M. Curry, Mrs. Pearl George, Mrs. Ethel Burghardt, Mrs. Margie Moffitt, Mrs. Minerva Evans, Mrs. Gladys McNeill, Mrs. Laura Parker, Mrs. Sallie Harris, Mrs. Lucille King, Mrs. Rosa Branch, Mrs. Lola Solice, Mrs. Gladys Rhodes, Mrs. Loraine Thorpe, Mrs. Madge Turner, Mrs. Mamie Dawson, Mrs. Althea Holmes, Mrs. Augusta Rogers, Mrs. Annie Smith, Mrs. Essel Dunlap, Mrs. Lina Ward, Mrs. Nonie Johnson, Mrs. Margaret Allen, Mrs. Dora Atwater, Mrs. Maude Sowell, Miss Lavina Wilson, Miss Flora Carlton, Miss Graycie Roberts, Miss Jochebed Christmas, Mr. E. P. Hill, Mr. L. E. Johnson, Mr. C. B. Nixon, Mr. James Moffitt, Mr. John Davidson, Mr. I. R. Holmes, Mr. William Battle, Mr. Francis Curry, Mrs. Gertrude E. Taylor, Mrs. Gladys Dawkins, Mrs. Pearl Swann, Miss Lillie Rogers, Mrs. Gertrude R. Hankins, Mrs. Dessie Hairston.

EDGECOMBE-NASH COUNTIES

Booker T. Washington High School

Prof. O. R. Pope, Supervising Principal; A. R. Lord, Anna E. Brown, Johnnie E. Bynum, Mrs. Annie W. Arrington, Mrs. Ernestine Davis, Onelia A. Davis, O. N. Freeman, Jr., Mrs. Esmeralda Hawkins, James A. B. Hubbard, James A. Johnson, Mrs. Mildred P. Jones, Dorothy

Sizemore, Lois P. Turner, Mrs. Edythe R. Tweedy, William R. Tweedy, Emanuel Thompson, Pocahontas Whitley, Ethel Wyche, Mrs. Wilma Lassiter.

Lincoln School

C. T. Edwards, Principal; Mrs. C. A. Battle, Mrs. Ella B. Allen, Petty L. Brown, Alexander H. Bryant, Mrs. Nettie W. Drake, Annie K. Flournoy, Mrs. Nannie B. Gaynor, Mary Frances Lane, Ethel Lucas, Mrs. Mae M. McKoy, Mrs. Corleane Morgan, Vinie O. Murray, Mrs. Annie Neville, Mrs. Helen Redding, Mrs. Ruth Spencer, Fannie L. Taylor, Mrs. Georgia Walker.

O. R. Pope School

W. G. Byers, Principal; Randolph Armstrong, Mrs. Mary L. Backus, Mrs. Annie Battle, Mrs. Mattie Bowen, Mrs. Lena R. Daves, Mrs. Addie Grant, Mrs. Susie A. Hagans, Gladys V. Merritt, Minnie Ruth Lawrence, Mrs. Sarah Leonard, Mrs. Theresa Pittman, Mrs. Lucy Pridgen, Mrs. Martha Townsend, Mrs. Ila K. Bellamy, Lizzie A. Pittman.

Annie W. Holland School

B. L. Ancrum, Principal; Mrs. Lendora Brown, Mabel B. Cote, Mrs. Lossie Cr  de, Mrs. Lucille Davis, Martha Evans, Evelyn Horton, William K. Lyles, Mary Cornelia Porter, Lillian Wells, Mrs. Clementine Riggsbee, Lillian Irene Smith, Mrs. Lillian Thigpen, Mrs. Mary Wimberly, Mrs. Julia P. Wright.

EDGECOMBE COUNTY

Tarboro Local Unit

Mr. W. A. Patillo, Principal, Miss Lois M. McNeill, Miss Mabel V. Weaver, Mrs. Helen T. Parker, Miss Susie E. Matthewson, Mrs. Beatrice C. Burnett, Miss Laura R. Hammonds, Mrs. Emma O. Jones, Miss Reba E. Mayor, Mr. Silvester V. Brown, Mrs. S. J. Patillo, Mrs. Pearl W. Bennett, Miss Katiebeth Mills, Mrs. Ruth M. Ganes, Miss Ruby A. Graves, Mrs. Minnie G. Woodley, Miss Helen A. Walston, Mrs. Mamie F. Forrest, Mrs. Corinne C. Lassiter, Miss Mary J. Pitt, Mrs. Lucy M. Dunn, Miss Fannie O. Bridgers, Miss Eula M. Bryan, Mrs. Ella W. James, Miss Hannabel Y. Branche, Mrs. Nannie W. Bryant, Miss Catherine M. Anthony, Mrs. Thelma Q. Gross, Mrs. Lulalia S. Lewis, Mrs. Willie Flemming Jones, Mr. David E. Rich, Mr. Kelly W. Bryant.

Brick Tri-County High School

Rev. J. W. Wiley, Principal; Miss B. L. A. Rogers, Mr. I. C. Rogers, Mrs. I. C. Smith, Miss M. Phillips, Mrs. E. M. Venture, Miss D. G. Hammonds, Miss V. L. Perry, Mrs. L. V. Leveste, Miss Mary Reid.

Edgecombe County Unit

Mr. P. B. Bullock, Mrs. Beatrice E. Bullock, Miss Pauline Jackson, Mrs. Ethel H. Baker, Mrs. Bertha B. Williams, Mrs. Sarah B. Pitt, Mrs. Powell Woodson, Mrs. Martha B. Hawkins, Mrs. Lula W. Reeves, Miss S. Lucille Townsend, Mrs. Katherine P. Williams, Mrs. Georgette Branson, Mrs. Bertha W. High, Miss Alice L. Hines, Mrs. Janet H. Haywood, Miss Blanche T. Scales, Mrs. Pallie R. Covington, Mr. R. B. Smith, Mrs. Mabel B. Copeland, Miss Annie B. Carey, Mr. R. O. Kornegay, Miss Lelia D. Hart, Miss Ruby E. Sanders, Mrs. Casie H. Shelley, Mrs. Mae E. S. Bullock, Mrs. Marie B. Heggins, Mr. A. T. Triplett, Miss Naomi C. Parker, Mrs. Annie B. Harren, Mrs. Marguerite P. Wimberly, Miss Virginia E. Poole, Miss Marie D. Mitchell, Mrs. Janie E. Dixon, Miss Doris J. Shanklin, Mrs. Olive B. Bridgers, Mrs. Laura N. Hall, Miss Callie Grant, Miss Marjorie L. Willis, Mrs. Laura B. Holley, Miss Naomi R. Newby, Miss Catherine W. Smith, Mrs. Beatrice H. Somerville, Miss Viola A. Walker, Miss Elma Lawrence, Mrs. Maggie B. Chase, Mrs. Pauline M. Pridgen, Mrs. Willie F. Bullock, Miss Lucinda King, Mrs. Ethel S. Bullock, Mrs. Annie R. Cruse, Miss L. P. Bowens, Mrs. Maud H. Cozart, Mrs. Lucille A. Quinichette, Mrs. Effie R. Batts, Mrs. Theodosia M. Johnson, Mrs. Ada P. Williams, Miss Emma E. Grant, Mrs. Marian W. Spence, Miss Ruby Mae Wilkins, Mrs. Etta Grant Haywood, Miss Elizabeth I. Pittman, Miss Mamie C. Hammonds, Mrs. Mabel Jones Brown, Miss Mary A. L. Perry, Miss Annie L. Gibson, Mrs. Lillian S. McKoy, Miss Bonnie E. Gorham, Miss LaVerne B. Miller, Mr. George D. Hawkins, Mrs. Lena M. G. Jones, Mr. Alfred Pitts, Mrs. Louella Wooten Dickens, Mrs. Olivia E. Ausrin, Mr. Frank W. Davis, Jr., Miss Floyd R. Perry, Mrs. Ximena P. Martinez, Mrs. Georgia M. Gandy, Miss Florence D. Thorpe, Mrs. Ella L. Pailin, Mrs. Emma A. Kates, Mrs. Beulah M. L. Griffin, Mrs. Effie M. Saunders, Mrs. Nolan Little, Miss Mollie L. Luper, Miss Annie O. Walston, Mr. R. B. Taylor, Mrs. Mildred H. Batchelor, Miss Susie G. Thorpe, Mrs. Marian W. Beasley, Mrs. Janie Pettaway, Miss Minnie V. Turner, Mrs. Julia Inboden Gordon, Miss Flossie J. Parker, Supervisor; Mr. Earl Burnett, Mrs. Cora E. Grant, Miss Jessie Merritt.

FORSYTHE COUNTY

G. W. Carver High School

Mr. S. A. Gilliam, Principal; Mr. Melton J. Sadler, Miss Pennie E. Perry, Mr. James H. Dickens, Mr. Edwin K. Hancock, Mrs. Dorothy B. Gilliam, Mr. Charles H. Spain, Miss Tyress M. Wilkins, Mrs. Sallie Elliott Small, H. E. Scales.

Winston-Salem Teachers College

President F. L. Atkins, Mr. Jack Atkins, Burnwell Banks, Mrs. Gertrude Barnes, Dr. L. E. Boyd, T. J. Brown, Mrs. Lillian Burford, Miss Florence T. Butler, W. F. Butler, Herbert Clark, Mrs. Frances R. Coble, Miss Rachel E. Digs, John P. Digs, Miss Eva Frazer, Miss C. A. Holmes, J. Welfred Holmes, Moyer M. Hauser, Travis Hunt, Miss Elva James, Miss Glosie Johnson, George L. Johnson, Mrs. Isadora Kearse, Mrs. Daisy Lawson, Albert P. Marshall, Charles J. Parker, Dr. A. H. Ray, A. B. Reynolds, Miss Remitha M. Spurlock, Harold Taylor, Miss Hortense Temple, A. I. Terrell, Miss Louise B. Terry, Miss Virginia L. Turner, Howard K. Wilson, C. I. Withrow, Mrs. Martha S. Atkins, Miss Annie Leach, Mr. James A. Dillard.

Kimberley Park School

Mr. Albert H. Anderson, Principal; Mrs. Maude Anderson, Mrs. Vera Banks, Miss Elizabeth Brown, Mrs. Marie Burns, Mrs. Sadie H. Claybon, Mr. Nathaniel Cook, Miss Edna Cozen, Mrs. Vahlia Cromwell, Mrs. Otha Emerson, Miss Octavia Ford, Miss Hattie Gray, Mr. Reginald Hayes, Miss Alma Hendricks, Miss Gwendolyn Jordan, Miss Louise Lewis, Mrs. Ruth Lewis, Mrs. Viola McLean, Mrs. Douschka Penn, Miss Ruthie Peoples, Miss Marion Pitts, Mr. Walter Pitts, Mrs. Sevy Powell, Miss Gwendolyn Scales, Miss Alma Setzer, Miss Lucy Sheffield, Miss Rits Sitgraves, Mrs. Bernice Spainhour, Miss Susie M. Speight, Mrs. Willa Truesdale, Miss Sarah Vaughn, Mrs. Mabel Wooten.

Atkins High School

Mr. J. A. Carter, Principal; Mr. S. J. Baker, Mrs. Dorothy Banks, Mrs. L. H. Cox, Miss B. Frazier Creecy, Mr. R. C. Crutchfield, Miss Hazelle S. Eaton, Mr. H. W. Ritch, Mr. J. S. Flipper, Miss Naomi B. Flowe, Miss C. M. Frazier, Miss C. M. Haith, Mr. R. W. Harrison, Mrs. M. R. Hauser, Mrs. M. Y. Hill, Mr. D. C. Hobson, Mr. I. Boyd Holden, Miss M. E. Hoover, Miss A. L. Hurt, Mr. C. B. Jeffers, Miss Rae E. Johnson, Miss V. L. Kimbrough, Mr. C. C. Lassiter, Miss T. W. Lee, Miss F. J. McCoy, Mr. J. W. McDonald, Miss Anne McKay, Mrs. E. B. Malloy, Miss C. C. Miller, Mr. E. Milling, Miss J. R. Morgan, Mr. G. F. Newell, Miss E. L. Pettis, Mr. C. I. Pierce, Mrs. C. I. Pierce, Mr. T. F. Poag, Miss Anita B. Smith, Miss P. C. Spencer, Miss Helen E. Starks, Mrs. M. T. Stephens, Miss E. M. Stith, Mrs. B. L. Vaughn, Mr. T. D. West, Mr. A. J. Wilburn, Miss L. J. Williams, Mr. E. F. Wilson, Mr. C. G. Winston.

Woodland Avenue School

Prof. J. D. Ashley, Principal; Mrs. Eliza Bingham, Miss Eunice Burrell, Miss Faye Cash, Mrs. Margratha Haith, Miss Alma High, Miss Laura Hooper, Miss Ophelia Howell, Mrs. Nora Lewis, Mrs. Mary McCurry, Miss Mavis Osborne, Mrs. Maude L. Pitts, Miss Eugenia Powers, Mrs. Birdie Robinson, Mrs. Nannie Taylor, Mrs. Gertrude Tonkins, Miss Lucile Wesley.

East Fourteenth Street School

Miss Janie L. Adams, Mr. Delbert H. Banks, Miss Irma L. Banks, Miss Inez Devane, Mrs. Essie O. Donoho, Mrs. Edith S. Douglass, Miss Mamie Faithful, Mrs. Esther Fountain, Mrs. Hattie Fletcher, Miss Zetta K. Gabriell, Mrs. Hazel Garrett, Mrs. Ella D. Haith, Mrs. Eleanor Hall, Mr. C. Brady Hauser, Mrs. Viola L. Haysbert, Miss Mamie Howell, Mrs. Augusta T. Jeffers, Mrs. Mary Jeffreys, Miss Doris Jenkins, Mrs. Nannie S. Johnson, Mrs. Esther Lassiter, Mrs. Agnes Lee, Miss Viola McKnight, Miss Ida M. Mauney, Mrs. Willia Michael, Miss Etta M. Melton, Miss Glennie C. Miller, Miss Victoria A. Morris, Miss Piccola L. Morrow, Mr. Acknill M. Muldrow, Miss Rose O'Kelly, Miss Rebecca Orender, Miss Eva Patterson, Miss Minnie Patterson, Mrs. Juanita Penn, Miss Hazelle Ransom, Mrs. Letha B. Ridley, Miss Myra A. Roseman, Miss Ella Bell Shields, Mrs. Sally L. Simms, Mrs. Josie W. Simons, Mrs. Lizzette Staplefoot, Miss Curlee Lee Walls, Mrs. Evelyn C. West, U. S. Reynolds, Prin.

Columbia Heights School

Prof. J. W. Paisley, Principal; Mrs. W. P. Bridgett, Miss E. L. Carter, Mrs. H. L. Christian, Mrs. M. B. Grier, Mr. L. A. Cook, Miss A. M. Cooke, Mrs. I. B. Ellis, Mrs. E. D. Fitch, Mr. L. B. Greene, Miss D. B. Hairston, Miss D. C. Hayes, Miss M. B. Lancaster, Miss E. M. Neal, Miss P. A. Neal, Miss J. E. Phillips, Miss M. W. Phillips, Mrs. F. T. Reynolds, Mrs. E. M. Williams, Mrs. E. G. Simpson, Miss E. L. Wentz,

Mrs. M. L. Allen, Miss E. B. Duffey, Mrs. Belle D. McCorkle, Miss Irene L. Parnell, Miss Vera P. Sadler, Mrs. Lillian B. Williams.

Forsythe County Unit

Mrs. Charlotte B. Bacote, Mrs. Carrie R. Craig, Mrs. Willie Scales Nesbitt, Mr. M. E. Neil, Mr. C. R. Martin, Miss Hattie E. Hinton, Mrs. Dessie Hairston, Mr. James Thomas, Miss Annie E. Hairston, Miss Ruby Mauney, Miss Ruby Gunning, Mr. C. I. Martin, Mr. A. G. Scales, Mr. C. A. Scales, Miss C. L. Owens, Miss Grace Graddy, Mr. F. King Thomas, Miss Ruth E. Smith, Emily C. Hairston, Ernest Balsley, Mrs. L. G. Wilkins, Miss Leah Shaw, Mrs. A. P. Greene, Mrs. Lavina Penn, Mrs. Ruth Thompson, Miss Dollye B. Patterson, Mrs. Lovie G. Eaton, Mrs. Barba Alexander, Mrs. Jessie Young, Mrs. Mamie Ross Cummings, Mrs. C. A. Eaton, Mrs. Louise W. King, Mr. Joseph Yarbough, Mr. Walter Henderson, Mrs. Edmonia Henderson, Miss Marian Lash, Mrs. Emily Berrien, Mrs. Irene P. Hairston, Mrs. Evelyn Phillips, Mrs. Marian Falkner, Mrs. Janie S. Thomas.

FRANKLIN COUNTY

Franklin County Training School

Prof. C. A. Harris, Thomas E. Conway, Miss Mary L. Hill, Miss Mary R. Perrin, Mrs. Cornelia C. Conway, Mrs. Beatrice Underwood, C. V. Holden, Mrs. Mildred B. Payton, J. M. Ridley, Miss Ethel M. Syms, Miss GERAL J. Yarboro, Miss Carmen E. McKnight, Miss Mary R. Littlejohn, Miss Madie L. White, Mrs. M. E. Leonard, Miss S. E. Yarborough, Miss Readie R. Harris, Miss Peggy O. Yarboro.

Albion Academy

Mr. Granger Browning, Mr. J. P. Mangrum, Principal; Mrs. J. P. Mangrum, Miss J. O. Haywood, Miss Annie M. Campbell.

GASTON COUNTY

Highland High School

Mr. T. Jeffers, Principal; Miss D. F. Galloway, Miss J. E. Powell, Miss C. E. Lawrence, Miss B. C. Pagan, Miss E. M. Law, Miss E. M. Pryor, Miss R. N. Jackson, Miss E. V. Jones, Miss S. E. Costner, Miss M. A. Lewis, Miss R. E. Adams, Miss M. E. Thompson, Miss F. J. Glasco, Mr. R. L. Schooler, Mr. E. D. Wilson, Miss M. L. Dendy, Miss C. C. Clay, Mr. G. W. Miller, Miss A. L. Potts, Miss E. N. Mills, Miss M. V. Roberts, Mr. J. R. Robinson, Miss M. R. Ingram, Mr. M. A. Blair, Miss F. V. Tross, Mr. E. L. Dunn, Mr. C. R. Hamilton, Miss G. M. Erwin, Mr. H. E. Lash.

Lincoln Academy

Dr. H. C. McDowell, Miss Abbey, Mrs. F. E. King, Mr. H. B. Watson, Mr. Edward H. Byas, Mr. B. F. Brown, Mrs. Wilson, Mr. Leslie McClennon, Mrs. G. G. Westerband, Mrs. Grace Johns, Mrs. Lucile Morgan, Mrs. Dorothy Weber, Mr. Samuel L. Parham, Miss Lula B. Pruitt.

Reid High School

Prof. S. H. Blue, Principal; Miss A. B. Reid, A. G. Cooper, T. E. Grier, Miss D. J. Woodruff, Mrs. R. M. Grier, Miss D. L. Forney, Mrs. V. W. Reid, Mrs. D. H. Falls, Mrs. L. C. Davis, Mrs. L. W. Elder, Mrs. H. S. Blue, J. L. Spivey, Miss Helen Wiggins, Miss L. E. Ward.

John Chavis School

Prof. W. H. Green, Principal; Mrs. C. B. Byers, Mrs. B. L. Bowser, Mrs. M. B. Hairston, Mrs. R. D. Mason, Miss E. E. Simpson, Mrs. D. M. Smith, Mr. W. E. Bess, Mr. F. L. Smith, Mr. H. G. Sullivan.

Stewart Junior High School

Mr. J. R. Henry, Principal; Mrs. I. G. Lineberger, Miss Florence Floyd, Miss Mildred Nelson, Miss Ruth Sommersette, Miss Thelma Adair, Mrs. Isabel Mauney.

Gaston County Unit

Miss Emma Hager, Mrs. Marie Hamilton, Mrs. Verna Humphrey, Mrs. Edith Jordan, Mrs. Odessa Boulware, Mrs. Melissa Mauney, Mrs. Dora Humphrey, Mrs. Maude M. Jeffers, Mrs. D. A. Spencer, Mrs. Annie P. Gibson, Miss Virginia Cousar, Miss Frenzola Cousar, Miss S. E. Costner, Mrs. O. F. Scott, Miss Edith Parker, Mrs. C. C. Vining, Mrs. F. C. Adams, Miss Fannie Kress, Rev. C. F. Gingles, Mrs. Lula Montgomery, Mrs. Lillian Crawford, Mrs. Mabel A. Boyce, Mrs. Emma McKoy, Mr. Rex H. Wellmon, Miss LaVaughn Froneberger, Mrs. Mary H. Reeves, Mrs. Hazel Barber, Mr. A. M. Rollins, Mrs. A. M. Rollins, Mrs. Daisie H. Adams, Miss Leona Simerel.

GATES COUNTY

Gates Training School

Prof. T. S. Cooper, Principal; Mrs. Nollie M. Mitchell, Miss Martha O. Briggs, Miss E. Bernice

Polson, Mrs. Lillie M. Smith, Mrs. Hazel G. Spellman, Mr. C. M. Sawyer, Mrs. Marie C. Lane, Mr. R. S. Cooper, Mr. L. S. Riddick, Mr. F. H. White, Mrs. Thelma J. Hall.

Gates County Teachers

Mrs. Lena M. Hankins, Miss Emma J. Riddick, Miss Helen L. Moore.

GRANVILLE COUNTY

Orange Street School

Mrs. N. D. Hicks, Mrs. R. H. Payne, Miss Hallie S. Barnes, Mrs. Eva C. Anderson, Mrs. B. B. Greene, Mrs. L. Q. Hamme, Mr. James W. Hall.

Mary Potter School

Rev. H. S. Davis, Principal; Miss D. E. Peace, Miss M. A. Tucker, Miss Julia E. James, Mr. C. R. King, Mr. H. Goore, Mr. R. A. Lewis, Mr. R. T. Amos, Miss Mary E. Shute, Mrs. J. E. Tuck, Miss Blanche Rann, Mrs. Rose G. Glover, Mr. J. W. Wilson, Miss Vivian R. Shuford, Mrs. G. E. Glover, Miss Mary A. Hargrove.

Creedmoor Colored High School

G. C. Hawley, Mrs. H. Gore, Mrs. Tate, Mrs. P. Jackson, Mrs. Hill, Mrs. C. Toole, Mrs. E. Chavis, Mrs. J. Graham, Miss I. Hicks, Miss V. Williams, Miss M. Bryant, J. Jos. Eisbey.

Granville County Group

Mrs. Lena G. Smith, Mrs. Elizabeth Cousins, Miss Cornelia Green, Mrs. Mamie Geer, Mrs. H. P. Cheatham, Miss Maylor Oakley, Mrs. Catherine McGhee, Mrs. Beacher Williamson, Mrs. Rosa Cousins, Mrs. M. G. Davis, Miss Cornelia Hunt, Mrs. Sarah Hunt, Mr. C. A. Harris, Mr. James Smith, Mrs. Addie Howard, Mr. William Baptiste, Mrs. M. B. Williams, Mr. Charlie Gregory, Miss Ethel Jones, Mr. Warner Canady, Mrs. Lucretia Harris, Miss Mary L. Evans, Miss Dorothy L. Winston, Miss Beatrice Winston.

Teachers of the Colored Orphanage

Mrs. Ruth A. Davis, Miss Nancy Mayes, Miss Christine Shuford, Mr. J. F. Gibson, Miss Claudia Holloway, Mrs. Hattie B. H. Rogers, Mrs. Mary Gant, Mrs. Pearl Tilley, Miss M. F. Yancey, Mrs. Olivia P. Bullock.

GREENE COUNTY

Greene County Training School

Mrs. M. I. E. Burge, Mrs. N. K. Daniels, Mrs. G. S. Devane, Mrs. M. K. Dudley, Mrs. M. R. Pondexter, Mrs. H. T. Joyner, Mrs. K. D. Smith, Mrs. E. E. Young, Miss V. J. Holland, Miss W. D. Caroll, Mrs. R. L. Suggs, Miss H. V. Vincent, Mr. D. D. Burge, Mr. E. Brinson, Mr. C. T. Daniels, Mr. L. H. Smith, Jr.

GUILFORD COUNTY

A. and T. College

Dr. F. D. Bluford, President; Miss Vivian F. Bell, Mr. R. K. Bernard, Mrs. Margaret Bolden, Mr. A. Russell Brooks, Capt. Robert Lee Campbell, Mr. Virgil A. Clift, Miss Carolyn E. Crawford, Mr. C. E. Dean, Miss Inez English, Mr. W. H. Gamble, Miss M. Elizabeth Gibbs, Dean Warmoth T. Gibbs, Dr. Carl M. Hill, Miss Carrye V. Hill, Mr. Archie Harris, Mr. W. T. Johnson, Dr. W. L. Kennedy, Miss Alma Morrow, Dean J. C. McLaughlin, Mr. Warner Lawson, Mr. J. G. Porter, Mr. J. E. Reid, Dr. W. N. Rice, Miss O. A. Roberts, Mr. V. H. Tynes, Miss Regina Thomas, Mr. M. B. Towns, Mr. Robert Kenton Williams, Dr. C. L. Cooper, Prof. H. C. Taylor, Prof. Clyde DeHuguley, Prof. George Roddy, Prof. R. M. Harris, Prof. R. S. Poole, Prof. F. A. Mayfield, Prof. J. M. Martena, Mr. S. C. Smith.

Bennett College

President David D. Jones, Miss Lenora M. Barry, Mrs. Erastine Coles Robinson, Mrs. Maggie B. Daniels, Dr. R. Nathaniel Dett, Mr. Aaron C. Dutton, Mr. Charles M. Ford, Mr. F. Nathaniel Gatlin, Miss Edwia Graham, Miss E. Torrence, Dr. Alberta B. Turner, Mr. John G. Turner, Miss Vivian Simmons, Mr. P. A. Taylor, Mr. Albert N. Whiting, Mrs. Willie Grimes, Miss Frances Johnson, Miss Coragreen Johnstone, Miss Besie R. Jones, Mrs. David D. Jones, Mrs. C. H. Martena, Miss Willa B. Player, Mrs. Blanche R. Raiford, Mr. William A. Banner.

Dudley High School

Mr. J. A. Tarpley, Principal; Mr. N. C. Brown, Mr. F. J. Brown, Mr. D. L. Boger, Mr. T. F. Caldwell, Mrs. N. A. Coley, Miss M. A. Colson, Mr. V. H. Chavis, Miss V. A. Cobbs, Mr. J. R. Davis, Mr. W. J. Furcron, Miss P. B. Garrett, Miss R. Glover, Miss F. K. Gordon, Mr. William Goldsborough, Mrs. J. J. Goldsborough, Mrs. B. T. Grant, Mrs. L. L. Humphrey, Miss D. S. Lewis, Mr. N. E. McLean, Mr. N. V.

Macomson, Miss Elizabeth A. Nash, Miss G. H. Person, Mrs. E. L. Penn, Mr. E. L. Raiford, Mrs. Geraldine A. Rogers, Mrs. G. J. Sabourin, Mr. W. F. Taylor, Mrs. A. P. White, Miss L. F. Wood, Mrs. N. D. Arnette, Mrs. E. D. Holloman.

Jonesboro School

Mr. J. S. Leary, Mrs. M. H. Jones, Mrs. P. A. Donnell, Mrs. E. L. Holmes.

Washington Primary School

Mrs. M. L. Scarlett, Mrs. D. L. McNair, Mrs. G. T. Simkins, Mrs. H. H. Booker, Mrs. A. W. Baker, Mrs. C. T. Forney, Mrs. I. S. Tucker, Mrs. L. J. Gregg, Miss I. S. Jones, Miss M. F. McConnell, Mrs. D. S. Enoch, Mrs. B. M. Rogers, Mrs. O. P. Womack.

Washington Grammar School

Prof. W. L. Jones, Principal; Mrs. E. M. Barnes, Mr. E. A. Blair, Mrs. A. C. Chavis, Mrs. N. C. Jones, Miss M. A. Kirkland, Mr. J. A. McKee, Miss L. C. Miller, Mrs. L. E. Morrow, Miss M. B. Pullins, Mrs. L. A. Smith, Mrs. L. C. Tarpley, Miss K. H. White, Mrs. C. D. Wormley.

Jacksonville School

Mrs. G. D. Woods, Principal; Miss M. L. Roberson, Mrs. G. G. Brown, Mrs. L. N. Lomax, Miss E. L. Bright, Mrs. P. W. Tillman, Mrs. F. L. Pookrum.

Fairview School, High Point

Miss Mytrole L. Graye, Miss Annie L. Jones, Mrs. Marie B. Snead, Mrs. Lessie A. Flowe, Mrs. Eva A. Townes, Mrs. Pearl P. Burford, Mrs. Magnolia M. Hart, Miss Bertha B. Lomax, Mrs. Mary G. Williams, Miss Mattie C. Robinson, Mrs. Nettie C. Moss, Mrs. Janie K. Williams.

Palmer Institute

Dr. Charlotte Hawkins Brown, President; Miss Cecie R. Jenkins, Mr. Walter H. English, Mr. Charles A. Grant, Miss Ola Beavers, Miss Alice Avery, Miss Helen Merriweather, Mr. Kenneth Johnson, Mr. Henri Westerband, Mr. Maurice Williams, Miss Norville Dismukes, Miss Lillian Sims, Dr. John Brice.

Leonard St. School, High Point

Prof. Shepard S. Whitted, Principal; Mr. Lester L. Boyd, Mrs. Willie Mae Boyd, Mrs. Thenia Brumefield, Miss Maggie M. Brooks, Miss Willie Marie Carter, Mrs. Julia I. Hall, Mrs. Callie Holmes, Mrs. Dalula D. Ingram, Mrs. Galatia Lynch, Mrs. Mary Marable, Mrs. Lillian S. Merritt, Mrs. Ophelia R. Morgan, Mrs. Cornelia B. Reid, Mrs. Florida A. Sherrill, Mrs. Margaret Simmons, Mrs. Blanche Whitted, Mrs. Terrah L. Whitten.

William Penn High School

Mr. S. E. Burford, Principal; Mrs. E. V. Boldwin, Mrs. M. H. Blackburn, Mrs. C. H. Caldwell, Mrs. E. G. Cobb, Mrs. F. B. Davis, Mrs. R. G. Mason, Mrs. E. P. Wilson, Mr. T. W. Hughes, Mr. J. E. Reid, Mr. G. L. Starks, Mr. T. B. Smith.

Brown Summit High School

Mr. M. M. Daniels, J. O. Himby, Miss A. E. Sellars, Mrs. M. B. Setzer, Miss Mamie C. Taylor, Mrs. Anna McCall Ingram, Miss M. A. Watkins, Mrs. Nadine Hightower.

Guilford County Unit

Anna Barringer, Mrs. B. H. Coles, Principal; Miss Helen DeBerry, Mrs. Annie Gordon, W. L. Peay, Mr. A. L. Walker, Mrs. W. A. Clapp, Mrs. Odessa C. Leak, Miss Willa A. McIver, Mr. W. H. Lanier, Mr. W. L. Peay.

HALIFAX COUNTY

Enfield School

Mr. Montera Davis, Mr. M. O. Paige, Mrs. C. E. Whitaker, Mrs. M. Murphy Brown, Miss Gladys Burke, Mrs. Mary Morrissey Earl, Mrs. Bertha Bullock, Mrs. Viola B. Smith, Mrs. Vernon Thorton, Mrs. Fannie Hunter, Mrs. Marion D. Hodge, Miss Maria Shaw, Miss Addie Clark, Miss Annie Shearin, Mrs. Laura J. Foster, Mrs. Virgil Meekins, Miss Carrie R. Braswell, Mrs. Susie Ford, Miss Frankie Myrick, Mrs. A. B. Johnson, Mrs. Louise Myrick, Mrs. Westie Wills, Mrs. Bessie Smith, Mrs. Blanche Smith, Mr. C. M. Carraway, Mrs. Jessie Williams Johnson, Mrs. George P. Wiley, Mrs. E. M. Pendergrast, Miss Clara Houston, Mrs. M. L. Smith, Mr. J. B. Bond, Miss Hecla Newsome, Miss A. L. Connor, Miss Myrtle Daniel, Mr. Edwin A. Moseley, Mrs. V. M. Ancrum, Mrs. A. F. Wilder, Miss Gladys Williams, Mrs. Eliza Williams, Mrs. Roxie Brewer, Miss J. P. House, Mrs. Sadie F. Rainey, Miss Lelia F. Reid, Miss Alice M. Williams, Mr. B. D. Hardy, Mrs. Helen Johnson, Mrs. Annie H. Brinkley, Mrs. Claudia H. Johnson, Mrs. Frankie H. Williams, Mrs. Ruth Tay-

lor Exum, Mrs. Ethel Smith, Mrs. Viola Pittman, Mrs. Mary E. Wilkins, Mrs. Elnora J. Williams, Mr. W. A. Holmes, Miss R. M. Alston, Mrs. B. W. Johnston, Miss Tettrizzina Nicholson, Miss Florida M. Belle, Mrs. Iowa B. Johnston, Mr. John Welch, Mr. B. A. McGeachy, Mr. L. A. Wilson, Mrs. L. B. Hill, Miss J. E. Stewart, Mrs. Ruth Ward Jones, Miss Elise Weaver, Miss Beatrice Robinson.

White Oak School, Enfield

Mr. C. V. Avent, Jr., Miss Susie E. Ford, Miss Frankie B. Myrick, Mrs. Abbie B. Johnson.

Eastman High School

Mr. W. A. Holmes.

HARNETT COUNTY

Shawtown High School

Mr. J. S. Spivey, Principal; Mrs. M. L. Spivey, Mrs. L. D. Newkirk, Mrs. S. F. Hawkins, Miss Blanche Allen, Miss J. Vivian Harris, Miss Iola Black, Miss Minnie Davis, Miss Vivian Brown, Mr. Fred Matthews, Mr. E. J. Rhae, Mrs. R. E. McKoy, Miss Caldonia Dyson, Mrs. Parthena C. Neal, Mr. Fred Jones, Mrs. Myrtle F. Moone, Miss Lucy Newby.

Harnett County Training School

Mr. J. T. Turner, Mrs. Iva Smith, Miss E. McLean, Mr. E. C. Setzer, Miss M. R. Black, Miss Eva McNeill, Miss E. B. Grace, Miss M. Felton, Miss M. G. Smith, Miss J. M. Williams, Mrs. F. D. Monds, Mrs. L. W. Carter, Mrs. N. B. Byrdso, Miss L. C. Hairston, Mr. R. Corbett, Mr. J. B. Christmas, Mrs. E. C. Mitchell, Miss L. L. Culbreth.

Harnett County Unit

Rev. A. T. Tuck, Mr. L. H. Parker, Mr. Victor Blackburn, Mrs. Lorraine Moses, Miss Earthalane Smith, Mrs. Carrie Atkins, Miss Margaret McLean, Mr. Charles Forte, Mr. Charlie Walker, Mr. John Humphrey, Mrs. Mary Cromatie, Miss Winfred Allen, Mrs. Addie S. Warfield, Miss Florie M. McLaughlin, Miss E. D. Allen, Miss Jessie Smith, Mrs. Rosa M. McDowell, Mr. F. H. Ledbetter, Miss Jessie Lee Covington, Mrs. Leola H. Taylor, Mrs. Cherrie E. Cameron, Mr. Percy Wm. Huntley, Mrs. Rebecca M. Stanford, Mrs. Rosella E. Caldwell, Rev. J. E. Marks, Mrs. R. B. Matthews, Mrs. Malissia Stuart, Mr. Henry Stuart, Mrs. M. S. Crowe, Mrs. Ada D. Matthews, Mrs. Katie Clark Foushee, Mrs. Mary B. Sellers, Mrs. Thelma Satterwhite, Mrs. A. B. McLean, Mr. Herbert M. DeVane, Mrs. Annie Street Wright, Mrs. Mary Copeland, Mrs. Vera Ryals, Mrs. Carrie Melvin, Mr. Robert Moore, Mrs. Mary M. Harris, Mrs. Beatrice Speed, Mrs. Wilma S. Prince.

HENDERSON COUNTY

Sixth Avenue High School

Mr. Spencer E. Durante, Mrs. Odell M. Rouse, Mrs. Addie R. Miller, Mrs. Eula B. Owens, Mr. John A. Brewer, Mrs. Eva R. Pilgram, Mrs. M. Joyce Mills, Mrs. Rosalia J. Durante, Mr. John R. Marable, Miss Lois Brown, Mrs. Mary Lee Edwards.

HERTFORD COUNTY

Waters Training School

H. C. Freeland, H. R. Bond, Miss Sallie Y. Bizzelle, Miss Esther M. Brett, Mrs. Emma C. Freeland, Mrs. Albina B. Hall, Mrs. Undean W. Jones, S. F. Lewis, D. M. McCaskill, Mrs. Agnes S. Mitchell, Miss Bloneva A. Pride, Mrs. Luvenia V. Rouson, Mrs. Alice J. Scott, Mrs. Theora C. Stallings, Mrs. Ruby M. Townsend, Miss Thelma W. Tuck, C. B. Varner, Mrs. Addie L. Weaver, Mrs. Arlene B. Weaver, C. S. Yeates, M. R. Zachary, Mrs. Flora B. Collins, Mrs. Lillian N. Everett, Miss Ardelle Garrett, Mrs. Viola H. Chavis, Mrs. Dicie H. Reid, Miss Marian O. Reid.

Harrellsville District

Miss Lizzie Askew, Miss Hattie Beverly, Mrs. Amanda Cherry, Mrs. Fannie V. Holloman, Mr. Jathian Holloman, Miss Virginia D. Jones, Miss Emma D. Lassiter, P. G. Lassiter, Mrs. Dora T. Porter, Miss J. P. Valentine, Mrs. Fannie C. Watford, Mrs. Katie S. Zachary.

Ahoskie District Schools

Miss Mollie Watson, Mrs. Irene Collins, Mrs. Agnes Weaver, Mrs. Sarah S. Vaughn, Mr. Theodore Hall, Mrs. Isabel Riddick, Mrs. Wray Robinson, Miss Dounia Mae Hill, Miss Arthalia Porter, Miss Mary S. Mitchell, Mr. E. T. Gatling, Miss Trolie Brown, Miss Agnes M. Sharpe, Mrs. Mary E. Sills, Mrs. Marie Yeates.

Ahoskie Colored High School

H. D. Cooper, Principal; Mrs. V. M. Hart, Mrs. M. Newsome, Mrs. M. N. Bond, Miss D. Chavis, Mrs. D. A. Newsome, Mrs. L. B. Patterson, Mrs.

C. C. Hollomon, Mrs. I. E. White, Mrs. E. N. Faulcon, Mrs. C. A. Gatling, Mrs. I. N. Yeates, Mrs. K. A. Ramsey, Mrs. C. L. Simmons, Mrs. M. S. Colson, C. M. Cherry, Mrs. S. N. Cooper, Mrs. M. H. Futrell, I. S. Greene, G. T. Bazemore, Mrs. C. H. Bizzelle, Miss E. Pierce, J. W. Futrell, Mrs. A. L. Lawrence, Miss G. E. Hall, J. L. Faulcon.

Murfreesboro-Como Unit

Rev. G. T. Rouson, Mrs. Claudia Reid, Mrs. Louise F. Jones, Mrs. Gertrude Strayhorn, Miss Onethia Garri, Miss Hassie Stephenson, Miss Doris Jones, Miss Cora V. Lee, Mr. Howard Smith, Mrs. Levester Stephenson, Miss Ruth Manley, Mr. Dallas Spruill, Mrs. Amphie Spruill, Miss Marie Majette, Mrs. Cora Ramsau, Miss Festina Worthington, Mrs. Kathryn W. Briggs, Mrs. Hattie Everette, Mrs. Bernice Flood, Miss Aurie Keene, Mrs. Ida Scott, Mr. John Wells, Mrs. Agnes Boone, Mrs. Gladys Lawrence, Mrs. Rebecca P. Ely.

HOKE COUNTY

County Group

Fred Anders, Hannah Anders, Rosa Anders, Geraldine Avery, Marie Barr, Evalina Blaylock, Ila Blue, Katie Broadway, Wesley Campbell, James Chalmers, Ida Belle Cole, Garfield Coleman, Leona Coleman, Emma Crawford, Marie Crumpton, Viola Davis, Bonzie Dobbins, Joseph Drake, Quessie Drake, Rollina Dunston, L. V. Evans, Genive Foushee, A. S. Gaston, Alexander Geddie, Dora Gilchrist, Lillian Gleaves, L. B. Huntley, Garvester Harrington, Anne Kelly, Essie Kornegay, Essie Lee Lewis, L. A. Matthews, John Mumford, Lucille Mumford, Ida Mae McCov, Mary McGeachy, Joseph McLaughlin, Mary McLaughlin, Jessie McLendon, C. E. McKoy, C. B. Norman, Luvenia Oliver, Bertha Purdie, Daisy Quevado, Etiza Ray, Lucy Robinson, Sarah Russell, Ida Scurlcock, Mabel Shaw, Leona Sherman, Hancie Shipman, E. A. Simmons, Anna G. Smith, Queen Esther Thames, Docie Treadwell, S. M. Truzerls, Vera Wilkerson, Bessie Williams, Estella Williams, Helen Williams, Stephen Williams, Tolar V. Williams, Rosa McNeil.

HYDE COUNTY

County Group

Mr. B. W. Barnes, Mrs. Margaret W. Baker, Miss Mary Burrus, Miss Elizabeth Blount, Mr. Alonzo V. Slade, Miss Rosa L. Slade, Miss Elnora Slade, Mrs. Lodie J. Gaskin, Mrs. Johnson C. Spruill, Mrs. Carrie S. Whitaker, Mrs. Annie M. Bonner, Miss Sophia McGloughn, Miss E. Oreta Clay, Mrs. Mary Carter Peay, Mrs. Judie Gray, Mrs. Senia M. Sheppard, Mr. J. R. Spencer, Mrs. Bessie Dupree, Mrs. Spruill, Mrs. Willie G. Greene, Mrs. Pordan, Miss Eunice Smith, Mr. Thomas Hardy, Miss Annie L. Smith, Mrs. Ethel M. Woods, Miss Lona Keys, Miss Pearle R. Walker, Miss Marietta Wilson, Mr. O. A. Peay.

IREDELL COUNTY

Morningside High School

Mrs. C. M. Abernathy, Mrs. L. H. Ables, Mrs. A. H. Brown, Mrs. A. T. Campbell, Mrs. L. P. Croom, Mrs. A. C. Foushee, Mrs. L. M. Hamilton, Miss M. C. Holley, Mrs. M. H. Hollowell, Mrs. M. M. Littlejohn, Miss A. F. Maxwell, Mrs. C. W. Nesby, Miss D. L. Pryor, Miss B. C. Sherrill, Mrs. A. L. Stevens, Mrs. A. P. Toliver, G. F. Dalton, E. W. Ferrell, W. Q. Jones, A. D. Rutherford.

Mooreville City School

Mr. N. F. Woods, Principal; Mr. Jesse C. Banner, Miss Margaret Caldwell, Mrs. L. J. Gill, Mrs. G. B. Miller, Miss Clara H. Neely.

Iredell County Group

Frances L. Evans, Mary A. Williams, Quincy Davidson, Mrs. Margaret Harris Carrell, Mrs. Mildred R. Hollowell, Mrs. Euva Lee Mangum, Madge E. Simril, Mrs. Eulalia H. Peterson, H. H. Blackburn, Fleecy Mae Griffin, Mrs. Lillie Harris Gibson, Charles W. Brown, Mrs. Maggie Lloyd Garden, Mrs. Lois Carson Twitty, Lucia Sherrill, Mason C. Miller, Mrs. Mary N. Morrison, Mrs. Mildred L. Holt, Mrs. Sadie Perkins Muddock, Mrs. Irene M. C. Ellis, Helen Phelps, O. M. Pharr, William Littlejohn, Dorothy L. Phelps, Mrs. Connie Kimbrough Spicer, Mrs. Emma T. Mann, D. O. Ivey, Genevieve Reeves, Mrs. Ethel D. Walker, Vivian L. Allison, Gladys Pauline King, John O. Smith, Virginia L. Glenn, Mrs. Jettie Davidson Morrison, Troy A. Johnson, Mrs. Mazie Goodman Holt, Willie Mae Holley, M. H. Harrington, Sadie D. Hackett, Esther Hill, Allie Cordelia Coble, Harry T. Henry, Nettie Miriam Smith, Mildred Feimster, Mrs. Beulah Spann Cannon, Bessie Inez Abernathy, Estella Young, Mrs. Emma M. Lackey, Mrs. Mary C. Holliday, Miss Annie M. McKee, Mrs. Mary Osborne.

JOHNSTON COUNTY

Johnston County Training School

Mr. William R. Collins, Principal; Miss Lillian A. Bailey, Miss Bennie A. Grice, Miss Amanda I. White, Miss Hattie M. Watson, Miss Nancy D. Lewis, Miss Dorothy E. Shipley, Miss Louise Goodson, Miss Ophelia Durham, Miss Naomi L. Smith, Miss Frances K. McNeill, Miss Chrystabelle D. Brown, Miss Olive B. Wilson, Miss Amelia J. Parks, Mrs. Elsie B. Miller, Mrs. Lucile A. Smellie, Mrs. Hannah B. Ricks, Mrs. Arlena D. Parks, Mrs. Elsie H. Jordan, Mr. Jasper A. Bridges, Mr. Marcellus C. Miller, Mr. J. Harold Malloy.

Princeton School

G. W. Bryant, Mrs. M. J. Bryant.

Short Journey School

Mrs. Eva J. Cooper, Mrs. Tullie C. Taylor, Mrs. Elizabeth R. Vinson, Mrs. Elizabeth C. Hall, Miss Leona V. Murray, Miss Eliza J. Burns, Miss Nonie S. Merritt, Miss Aurelia C. Lester, Miss Ione Vinson, Miss Dollie E. McNeil.

Four Oaks Colored High School

Mrs. Lillian F. Williams, Mrs. Eunice Scales Richardson, Mrs. Winnie M. Laceywell, Mrs. Blondina N. Brooks, Miss Sallie L. Sasser, Mrs. Mildred W. Wilson, Miss Clara L. Dublin, Mrs. Lillian N. Futrelle, Mrs. Eliza Y. Jenkins, Mrs. Minnie A. Martin, Miss Ruby M. Jones, Mrs. Selina M. Smith, James A. Laceywell, M. L. Wilson.

Johnston County Unit

Miss Thelma Penn.

LEE COUNTY

Lee County Teachers Association

Prof. W. B. Wicker, Prof. R. G. Perry, Mr. W. H. Monroe, Mr. Berkley Merrick, Mr. J. E. Williams, Mr. J. B. Brown, Mr. J. H. Gattis, Mr. W. L. Thomas, Mr. C. W. Jones, Mr. V. J. Caviness, Mrs. S. J. McMillan, Mrs. W. B. Wicker, Mrs. Marea Bates, Mrs. Meta G. Thompson, Mrs. Margaret Cox, Mrs. R. G. Perry, Mrs. Martha Foushee, Mrs. Lillian Harbor, Mrs. L. W. Boykin, Mrs. Lucille Franks Bess, Miss Georgia Turner, Miss Christine Crumpton, Miss E. A. Whitaker, Miss F. R. Richardson, Miss Narcissus Brown, Miss G. A. DeBerry, Miss Mahel Monroe, Miss Helen Waddell, Miss M. E. McCoy, Miss E. E. Fairley, Miss E. E. Puryear, Miss Willard C. Gullick, Miss R. L. Hammond, Miss B. A. Pretty, Miss P. P. Jordan, Miss C. E. Dawson, Mrs. Theresa Payne Thompson, Miss Julia Taylor, Mrs. Etta Crutchfield, Mrs. Estelle Snipes, Mrs. J. W. Monroe, Mrs. M. A. Wright Watson, Mrs. Z. B. Headen, Mrs. P. R. Alston, Mrs. C. S. Jamerson, Mrs. Eva M. Bland.

LENOIR COUNTY

Adkin High School

Mr. Charles B. Stewart, Principal; Mr. Ushery Best, Miss Louise M. Bratton, Mr. Stephen Carraway, Miss Mable V. Clarke, Mr. Charles L. Curtis, Mr. Walter C. Daniels, Mr. C. S. DeVane, Miss Eliza Glenn, Miss Ruth Graham, Mr. E. S. Houston, Mrs. Esther G. Isler, Mr. John Lucas, Mr. W. W. Parker, Miss Miriam T. Pitt, Miss Alma M. Van Renssler, Mrs. N. C. Williams, Miss Sarah E. Wooten.

Lincoln City Elementary School

Mr. James A. Harper, Principal; Mrs. Carrie J. Albritton, Mrs. Helen B. Bynum, Mrs. Sarah K. Coward, Mrs. Margaret G. Fisher, Mrs. Elaine B. Fletcher, Miss Dora M. Greene, Mrs. Annie C. Jones, Miss Rosa B. Lassiter, Mrs. Lelia Mitchell, Miss Melissa L. Newkirk, Miss M. L. Norris, Miss Anna M. Raye, Mrs. Mamie W. Smith, Mrs. Charles Stewart, Mrs. Mary G. Williams, Mrs. W. M. Womack, Miss Annie Wyatt, Rev. John H. Sampson.

Lincoln City Annex

Miss Kathryn Allen, Mrs. Vina D. Battle, Mrs. Etta B. Lane, Mrs. B. E. Strong, Miss Esther Watt.

LaGrange High School

Mr. E. B. Frink, Principle; Mrs. A. M. Frink, Mrs. Ruth Belle Bryant, Mrs. A. D. Pridgen.

LINCOLN COUNTY

Oakland High School

Mr. G. E. Massey, Principal; Willie Mae Massey, Juanita Baker, Tillathalia Morant, Ornetia Biggers, E. M. Thorpe, Cecelia Toatley.

Lincoln County Unit

Mrs. Annie Wade Biggers, Jeanes Sup., Mrs. Minnie Tunstal, Mrs. Derr McCullough, Mrs.

Annie Loritts, Mrs. Pauline Moore, Mrs. Ruby Williams, Mrs. Ethel Alexandra, Miss Rosebud Link, Miss Lottie M. Adams, Miss Rose A. Gaston, Miss Helen Penn, Miss Elsie Grier, Miss Carrie Carson, Miss Anna Belle Hart, Mr. S. E. Biggers, Mr. George W. Moore, Mr. Victor M. Sumner, Mr. William Baker, Jr., Mr. A. V. Holland.

MARTIN COUNTY

Williamston High School

Prof. E. J. Hayes, Principal; Mrs. Nora Cherry Slade, Mrs. Alma Duer Gaither, Mrs. Doretha Slade Chance, Mr. Edward M. Holley, Mr. Richard Hoffer, Mr. Richard Broadnax, Mr. J. P. Dennis, Mr. Floyd B. Holley, Miss Lillian M. Slade, Mrs. Cecelia M. Montague, Mrs. Rhodema N. Jackson, Miss Ethel Alexander, Mrs. Mary S. Gray, Super., Miss Euliah V. McCloud, Miss Blonnie Ellison, Miss Lelia S. Chambers, Miss Christianna Clark, Mrs. A. L. Hayes.

W. C. Chance High School

Mrs. W. C. Chance, Principal; Miss Pearl V. Modlyn, Miss M. C. Taylor, Miss F. C. Young, Miss Hattie Bell, Miss Lorena Coppege, Miss Etta Duren, Mrs. Carrie B. Bratcher, Mrs. Julia Johnson Chance, Mr. M. A. Armistead, Mr. W. C. Witherspoon, Mr. A. B. Wynn.

Martin County Local Unit

Mr. Noah W. Slade, Principle; Mrs. Cora Griffin Jones, Miss Joanna M. Dowdy, Mr. George T. Hyman, Mrs. Eleanor Chance Hyman, Mrs. Ella Smith Hextall, Mr. Ralph A. Keys, Mr. R. S. Gaither, Miss Mary E. Andrews, Miss Rebecca Everetts, Miss Nellie Smith, Mr. James H. Faulk, Mrs. Esther L. Cherry, Rev. W. V. Ormond, Mrs. Clara R. Owens, Miss Annie Slade, Miss H. A. Houghton, Miss F. Odessa McFadden, Miss Amazor Cherry, Mr. William V. Ormond, Jr., Mrs. Beatrice R. Evans, Miss Alma Pritchard, Mr. Alonzo R. Jones, Mrs. Annie L. Bowens, Mrs. Mamie S. Knox, Rev. George T. Hill, Miss Eurie M. Andrews, Mrs. Cymera Fagans, Mrs. Fannie Lee Slade, Miss Daisy Chance, Miss Jennie E. McMurren, Mrs. Lula Dugger, Miss Thelma Jones, Mr. Don G. Chance, Mrs. Basha Andrews, Mrs. Nancy A. Highsmith, Mrs. Ruth Hill Anthony, Mr. Turner K. Slade, Mrs. Louella S. Purvis, Miss Sara E. Gilchrist, Mr. James W. Grimes, Miss Ethel Walker, Mrs. Arnella V. Armistead, Miss Annie M. Boston, Mrs. Magdelene Grimes, Mr. Moses Slade, Mrs. Annie Moore Griffin, Mr. Elijah Keeys, Miss Lucy R. J. Burnette, Mrs. Matilda S. Jordan, Mrs. Edna B. Andrews, Mrs. Ruth A. Downing, Mrs. Vera James Brown, Mr. Milton L. Armistead, Miss Katie B. Bunn, Miss Costella Burton, Mr. John S. James, Mr. Wm. R. James, Miss Alverta Purnell, Mrs. Ella McNeil Styron, Miss Ammie M. Hassell, Mrs. Mary Anders Bond.

McDOWELL COUNTY

Hudgins High School

Mr. F. M. Beaner, Miss Malda L. Williams, Mr. B. J. Corpenning, Miss P. N. Boulware, Mrs. Franklyn P. Brown, Mr. Kermit Martin, Mrs. Bernice Holley Crisp.

McDowell County Unit

Mr. R. C. Greenlee.

MECKLENBURG COUNTY

Johnson C. Smith University

Dr. H. L. McCrorey, President; Mrs. Dr. H. L. McCrorey, Dr. T. A. Long, Dr. W. R. Mayberry, Rev. A. H. George, Rev. A. O. Steele, Dr. R. L. Douglas, Mr. G. F. Woodson, Miss S. E. Hughes, Miss Carrie L. Ramseur, Mr. W. C. Donnell.

Morgan School

Mrs. E. R. Anderson, Principal; Mrs. M. M. Alexander, Mrs. M. P. Brodie, Mrs. E. J. Butler, Miss G. J. Crawford, Miss F. E. Frazier, Mrs. F. D. Gunn, Mrs. L. D. Jeans, Mrs. Z. F. Robertson, Mrs. V. S. Washington.

Fairview School

Mrs. M. G. Davis, Principal; Mrs. Viola Lee Ferguson, Mrs. J. C. McKenzie, Mrs. R. D. Hercules, Miss Deborah Craig, Miss Louise Wilson, Mrs. G. E. Yancey, Mrs. M. J. McKee, Mrs. M. A. Williams, Miss F. H. Partee, Miss L. D. Cummings, Mrs. H. P. Moreland, Mrs. A. D. Heritage, Miss E. E. Morris, Miss Mamie L. Hearn, Miss Margaret V. Davidson, Mrs. C. C. McFadden, Mrs. D. F. Steele, Mrs. A. M. James, Miss H. S. Anderson, Mrs. O. J. Tate, Mrs. Q. C. James, Mrs. B. C. Scales, Miss M. M. Reid, Mrs. H. D. Williams, Mrs. D. McL. Connor.

Isabella Wyche School

Miss B. D. Moore, Principal; Mrs. C. T. Booton, Mrs. G. L. Greene, Mrs. G. G. Moreland, Mrs. T. H. Hunt, Mrs. F. M. Nash, Mrs. L. M. Hamil-

ton, Mrs. L. K. Hollomon, Mrs. R. S. Pitts, Mrs. E. G. McKeithen, Mrs. I. N. Roberts, Mrs. G. E. Wyllie, Mrs. G. C. Daniels, Mrs. K. L. Wyche, Miss L. M. Perry, Miss V. F. Grier, Miss M. L. Cousar.

Alexander St. School

Mrs. Janye W. Hemphill, Principal; Mrs. Helen B. Givens, Miss Blanche W. Tyson, Mrs. S. L. Wyche, Mrs. Louise Y. Harris, Mrs. Mamie Brewington, Mrs. Lucile G. Harris, Mrs. Bessie W. Mulliens, Mrs. Dorothy P. Stinson, Mrs. Willie Mae Hoffman, Miss Annie E. Stevenson, Miss Virginia M. Gullick, Mrs. Ruth E. Kennedy, Miss Sara Scott, Mrs. Hallie Q. Mayberry.

Biddleville School

Mrs. S. P. Sasso, Principal; Miss A. F. Brown, Miss L. E. Byers, Mrs. D. M. Cornelius, Miss M. A. Davidson, Mrs. D. H. Dusenbury, Mrs. J. S. Gray, Miss E. D. Hill, Mrs. R. L. Love, Miss S. L. McCombs, Mrs. W. G. McLean, Mrs. W. R. McKissick, Mrs. C. H. Reynaud, Mrs. E. S. Robinson, Miss I. L. Shute, Mrs. L. G. Warren, Mrs. F. H. Witherspoon.

West Charlotte High School

Prof. C. L. Blake, Principal; Miss M. S. Albury, Miss M. A. Blake, Miss Frances E. Hicks, Mrs. K. M. Chresfield, Mr. J. E. Colston, Mr. W. M. Echols, Miss C. J. Jackson, Mr. F. R. Jackson, Mr. H. D. Johnson, Mr. T. M. Martin, Mr. S. A. Moore, Miss M. E. Riddick, Miss C. E. Robinson, Miss K. L. Stuart, Mr. J. F. Towns, Miss S. E. Usher.

Second Ward High School

Prof. J. E. Grigsby, Principal; Mrs. M. M. Adams, Miss Minnie Banner, Miss Barbara Buckner, Mr. Edward H. Brown, Miss Zelma Caldwell, Mrs. W. R. Carson, Mr. Oscar W. Clarke, Mrs. C. N. Denson, Mr. K. H. Diamond, Mr. Alfred Farmer, Mr. Thomas Frazier, Jr., Miss Josephine T. Griffin, Miss Mattie M. Hall, Mrs. Elizabeth Herndon, Mr. Louis E. Levi, Mrs. L. S. Mallone, Mr. W. H. Moreland, Mrs. P. E. Phillips, Miss Selena Robinson, Mrs. Louise Spears Meadows, Mrs. M. P. Spivey, Miss A. K. Stewart, Mrs. J. B. Stinson, Miss Marion Taggart, Mr. Dalrymple Sysnette, Miss Mary L. Tyler, Mr. F. L. Wiley.

Mecklenburg County Unit

Miss Elizabeth Adams, Miss Beatrice Barnes, Miss Bessie Baucom, Mrs. R. B. Beatty, Mrs. E. S. Beaver, Mrs. Leland Bishop, Miss L. J. Blue, Miss Samella Brown, Miss Josephine Brown, Miss Zetta Byers, Prof. C. L. Chisholm, Mrs. C. L. Chisholm, Mrs. Idell Rhiney Coles, Mrs. Thelma Colston, Rev. A. P. Corley, Mrs. A. P. Corley, Mrs. Willie Craine, Mrs. Minnie Davis, Mrs. Eva Davidson, Miss Evelyn Davidson, Miss Willie Davidson, Mrs. Aldrich Davidson, Mr. Arthur T. Davidson, Rev. W. H. Davidson, Miss Eutrilla Dean, Mrs. Cora L. Diamond, Mr. J. K. Diamond, Mrs. Pearl Dinkins, Mrs. Julia Douglas, Mrs. N. B. Dykes, Novella Edwards, Mrs. Lillie Ferguson, Mrs. Ruth Frazier, Rev. A. H. Gamble, Mrs. G. H. Gamble, Mrs. A. H. George, Mrs. G. H. Ginyard, Mr. Buford Gordon, Mr. C. E. Graham, Mr. I. T. Graham, Mrs. Bessie Grant, Mr. Jimmie Gunn, Mrs. Annie Haley, Mrs. Helen Hailey, Mrs. Roberta Hannable, Mr. William M. Hannon, Mrs. Fannie Hargraves, Mrs. L. T. Haywood, Miss Susie Hearn, Mr. A. W. Higgins, Mr. Howard Hill, Mrs. Mary P. Hill, Mrs. Mary Houston, Mrs. F. D. Ivey, Mrs. Bessie Jamison, Mrs. A. G. Jenkins, Mrs. E. S. Johnson, Miss Mary Johnson, Mrs. Hazelyne Jones, Mrs. M. D. King, Mrs. Eliza Russell, Mr. Johnny Saunders, Miss Zetta Sherrill, Mrs. Estelle Smith, Miss Doris Stephenson, Miss Irene Stephenson, Mr. Theodore Stewart, Mrs. Essie Stitt, Mrs. Frances Thomas, Mrs. Willie Towns, Mrs. Doretha Wallace, Rev. J. H. Ward, Mrs. Susie Ward, Miss Rosetta Williams, Mrs. Wilma Williams, Mrs. Alma Wilson, Mr. C. E. Moreland, Miss Helen Louise Holt, Mr. Harrison, Mrs. A. M. Winston, Miss Louise Kirkpatrick, Miss Sallie Ledbetter, Miss Wilma Long, Miss Dovie Lowe, Mr. Carl Martin, Mr. R. L. Martin, Mrs. Ethel Wyche Martin, Mrs. Jessie B. McCain, Mr. P. P. McCorkle, Mr. G. E. McKeithen, Mrs. Marie Miller, Mrs. Creola Moore, Mrs. Maggie Moore, Rev. R. L. Moore, Mr. John M. Murphy, Mrs. Mary Neal, Miss Ruth Oglesby, Miss Louise Osborne, Mrs. Willie Owens, Mrs. Laura Phelps, Mr. L. E. Poe, Miss Laura Price, Mrs. A. H. Prince, Mr. E. S. Potts, Mrs. Ruth D. Powell, Miss Wilma Powell, Mrs. Carrie Rabb, Mrs. V. F. Rann, Miss Lucile Russell.

MONTGOMERY COUNTY

Peabody High School

Mr. E. D. Sinclair, Principal; Mr. O. F. Barnhill, Mrs. D. E. Barnhill, Mrs. C. W. Hawkins, Mr. S. J. Hawkins, Miss Ruth Hull, Miss Bernice E. Dobbins, Mrs. M. W. Anderson, Miss Mary Smitherman.

MOORE COUNTY

Berkley Public School

J. H. Floyd, Principal; Miss H. C. Perry, Miss Cleo Clarke, Mrs. L. O. Wilson-Barrett, Miss R. E. Mayfield, Miss A. I. Evans, Miss A. R. Wilson, Mr. C. W. Rankins, Mrs. N. M. Hayes, Mrs. F. O. Massenburg, Miss M. L. Bland.

Lincoln Park School

Mr. W. A. Gray, Principal; Mrs. C. A. Floyd, Miss V. V. Wood.

Jackson-Hamlet School

Mr. N. A. Hollinsworth, Principal, Miss E. V. Pride.

West Southern Pines High School

Prof. P. R. Brown, Principal; Mr. T. U. Connor, Miss Mary L. Hasty, Mrs. J. S. Brown, Mrs. A. B. Clark, Mr. J. Warren Baldwin, Mr. R. T. Young, Miss B. M. Pitts, Mr. J. T. Saunders, Mrs. D. Shelton Harris, Mrs. Novella P. Wilson, Miss Lena B. Mallette, Miss Cora E. Steele, Mrs. Ada C. Jones, Miss Mildred Z. Washington, Mrs. Otelia J. Saunders, Mrs. Mary K. Hill, Miss Wilma G. Hasty, Mrs. Pauline W. Young.

Academy Heights School

Mr. Cecil H. Flagg, Principal; Mrs. Mary A. Horton, Mrs. Mary A. Flagg, Mrs. Margaret T. Mangham, Mrs. Olivia R. Parks, Mrs. Edna B. Taylor, Miss Ethel L. Hodges, Miss Madge L. Watson, Miss Beulah Melchor, Miss Fannie M. Griswold, Miss Nannie A. McLain, Mr. Charles L. Speas, Mr. Vincent K. Tibbs.

Moore County Unit

Mrs. Lake Erie Ferguson, Mr. Elwood Tysor.

NASH COUNTY

Colored Public Schools

Spaulding High School

Mr. J. W. Eaton, Principal; Miss Juanita Price, Mrs. M. B. Eaton, Miss Virginia McAden, Miss Gladys Mauney, Miss Beatrice Morgan, Mrs. Esther V. White, Miss Virginia Cundiff, Mrs. Annie L. Holley, Mr. Melvin Bullock, Mr. Charles Brown, Miss Gladys Scott, Mr. James T. Young, Mr. Thomas Crumby.

Nash County Training School

Mr. W. L. Greene, Principal; Miss E. Juanita Alston, Mr. R. Conrad Baddie, Miss V. Marguerite Carson, Miss Alyce B. Davis, Mr. R. E. Fitzgerald, Mrs. Georgia R. Greene, Mr. Herman Jones, Miss Juanita M. Kennedy, Miss Mollie B. Moody, Mr. O. D. Moore, Miss L. Lucille Porter, Mrs. Ruth P. Roberts, Miss Arcelia M. Spivey, Mrs. Alice Richardson.

Middlesex School

Mrs. M. A. Forte, Principal; Miss Mildred M. Martin, Miss Katie M. Scales, Mrs. Marion T. O'Neal, Mrs. Maud B. Hubbard, Mrs. Cora E. Grant, Miss M. McIver.

Nash County Unit

Mrs. Maude Hubbard.

NEW HANOVER COUNTY

Peabody School

Prof. C. Howe McDonald, Principal; Miss Helen E. Cannady, Mrs. Almeria A. DeVaughn, Miss Anna Mae Gill, Mrs. Nettie M. Green, Mrs. Addell Sneed Harris, Miss Katie L. Hooper, Mrs. Zoia C. Lane, Mrs. Susie H. Mallette, Miss Edna F. Moore, Miss Mozelle McGhee, Miss Alice L. Ormond, Mrs. Susie L. Perkins, Miss Georgia B. Pierce, Miss Ida B. Randall, Mrs. Margaret J. Rogers, Mrs. Lettie H. Sharpless, Mrs. Irene M. Sparrow, Mrs. Ethel B. Telfair, Mrs. Armita W. Watkins, Mrs. Eliza B. Wolst.

Williston Primary School

Mr. B. T. Washington, Principal; Mrs. A. J. Bailey, Mrs. M. N. Belden, Mrs. D. B. Bryant, Miss K. S. Crawley, Mrs. M. F. Emanuel, Mrs. G. W. Graham, Mrs. V. F. Haithman, Miss M. E. Johnson, Miss C. H. Lane, Miss A. L. Moore, Mrs. H. O. McDonald, Miss I. A. McIver, Mrs. L. S. McCoy, Mr. C. L. Rayson, Miss E. L. Sharpless, Miss S. A. Sullivan, Miss M. M. Tucker, Miss A. L. Williams, Miss Z. R. Williams, Miss S. H. Willis.

Williston Industrial School

Prof. F. J. Rogers, Principal; Jane B. Adkins, Katie Allen, Ruth H. Brown, Charles Bryant, Caronel Chestnut, Nada Cotton, R. Conally, R. P. Foster, Leonard Greene, C. M. Haithman, Effie

Harlee, Margaret Harris, E. G. Holmes, S. B. Hooper, Mamie Hussey, Robert Jones, H. E. Kelly, A. C. King, John King, G. M. Kyer, B. B. Leonard, A. W. Lofton, Donald Montague, S. A. Moultrie, E. E. McNeill, Ernestine Nixon, R. Paige, R. M. Pogue, M. C. Ready, F. E. Payne, C. J. Robinson, F. P. Robinson, R. A. Scott, M. A. Shaw, D. E. Telfair, Robert Vick, Richmond Wall, M. S. Washington, F. P. White, L. S. Williams, M. B. Wilson, S. W. Wright, Sarah Wortham.

New Hanover County Rural Schools

Isabel Barnhill, William Blount, Lula Cobb, Elsie Colvin, Katie Davis, Ruth Henry Ferguson, Louise Williams Lee, Lucile Lofton, Lula Mack, Essie Richardson Miller, Christabel D. Montague, Louise H. Moore, Mary H. McFarland, Ada McKoy, Fannie Cutlar McCombs, Esther Sharpless, Annie Webber, Eliza Johnson.

NORTHAMPTON COUNTY

W. S. Creecy High School

Mr. W. S. Creecy, Jr., Principal; Mrs. Viola T. Bishop, Mrs. Myrtle C. Crockett, Miss Frances M. Carr, Miss Earlene Crudup, Miss Rosetta Majett, Miss Mildred M. Simons, Miss Maggie Jones, Mrs. Elizabeth S. Hardy, Miss Elizabeth Jones, Mrs. Ruby Scott, Mrs. Susie M. Creecy, Miss Miley Welch, Mrs. Pocahontas Griffin, Mrs. Fannie Kee Majett.

Jackson School

Miss Kathryn Lassiter, Miss Eunice Randolph, Miss Catherine Pierce, Mrs. Alma Earl, Mrs. Kate V. Brown.

Northampton County Training School

Miss Marthalia Stephenson.

Squire School

Mrs. Cherry E. Clark, Mrs. Mary L. Rice, Miss Dorothy Maggette.

Conway School

Mr. A. A. Judkins, Mrs. Sophia Faison, Mrs. Claude D. Flythe.

Buffaloe School

Miss Margaret Weaver, Mrs. Ethel S. Newsome.

Jonesboro School

Mrs. Viola M. Faison, Miss Pauline Tann.

Holly Grove School

Mrs. Blanche L. Edwards, Mrs. Lillian Chance.

Cumbo School

Mr. Lonnie E. Harrell, Mrs. Lillian Harrell.

Vulture School

Mrs. Roberta Williams.

Faithful Band School

Miss Claudia Lee, Miss Marie Moore.

Nebo School

Miss Bettie S. Boone.

Ransom School

Mr. Austin Stitt, Miss Margaret Poyner, Mrs. Benah P. Deloatch, Mrs. Gladys Kee Vaughn.

Severn School

Mr. Robert L. Moore, Miss C. M. Stephenson, Mrs. Lessie P. Jordan, Miss Mamie Tann.

Mt. Moriah School

Mrs. Callie Johnson, Mrs. Florida Perkins.

Gaston School

Mr. W. H. Lewis, Miss Ida Brown, Mrs. Mary Johnson.

Cool Springs School

Mr. E. Paul Tann, Mrs. Hazel Squire, Miss Vivian Vick.

Macedonia

Mr. Margaret Judkins, Miss Ruth A. Jordan.

Margarettsville

Mr. Jasper Pridgen, Mrs. Amaza Maggette, Mrs. Helen S. Marshall.

Gumberry School

Mrs. Eloise H. Dickerson, Mrs. Catherine J. Futrell.

Woodland School

Mr. E. T. Artis, Mrs. Emma B. Powell, Mrs. Bernice S. Ashe, Mrs. Ernest M. Langford, Mr. A. R. Bowe, Mrs. Geneva Bowe.

Galatia School

Mrs. Ruth Hare Jacobs, Mrs. W. C. Riddick, Mrs. Ethel Forrest.

Allen Chapel School

Mr. G. N. Reid, Mrs. Hester B. Reid, Miss Blanche G. Reid.

Pea Hill School

Miss Bernadine Pitt, Miss Elsie Woodley.

Masons School

Mrs. Eva L. Overton.

Potecasi School

Mrs. Devolia Gordon, Mrs. Ruth G. Boone, Mrs. Bertha L. Joyner.

Branch's Chapel School

Mrs. Joana Maggette, Mrs. Essie M. Scott.

One Teacher Schools

Mrs. Elnora Melton, Mrs. Helena Brown, Mrs. Ada Tann, Mrs. Novella Branche, Miss Mary Ward, Mrs. Armittie Johnson.

Jeanes Teacher

Miss Willie M. Jeffries, Mrs. Hester Jordan.

Brewer's School

Mr. Chester Jenkins.

ONSLow COUNTY

Georgetown High School

Prof. J. W. Broadhurst, Principal; Mrs. A. K. Broadhurst, Mrs. Alice B. Kerr, Mrs. Frances M. Bell, Miss Alma M. Harris, Miss Ruth L. Mason, Miss Myrtle E. Teague, Miss Susie R. Hammonds, Miss Allegra Westbrooks, Miss Marian C. Tatum, Mrs. Josephine Thompson, A. V. Middleton.

Onslow County Group

Mrs. A. V. Lavender, Mrs. Helen Pollock, Mrs. Ruby McDowell, Mrs. Julia R. Wilson, Mrs. Georgia Fonville, Mrs. Nettie V. Hardison, Mrs. Phyllis P. Torry, Mrs. Al Golden B. James, Mrs. Pearl D. Parker, Mr. Albert James, Mrs. Daisy Dafford, Miss Lydia McRae, Miss Mary L. Newby, Miss Lillian Parker, Miss Annie Ruth Graham, Miss Louise Blount, Miss Hazel Mattocks, Mr. Elijah Wells, Mr. Louis Parker, Mr. William James.

ORANGE COUNTY

Orange County Training School

Mr. H. M. Holmes, Principal; Mrs. Eleanor K. Jones, Miss Pearl Smithwick, Miss Sibyl L. Haile, Miss Olivia E. Waddell, Miss Leola C. Bettis, Mr. Jody M. Harris, Miss Ruth P. Pope, Miss Eula E. Chambers, Miss Esther Brown, Miss Maudelle J. Ateca, Mrs. M. Norma Snipes, Mrs. Carl L. Easterling, Mrs. Evelyn S. Ragsdale, Mrs. Josephine Jones.

Hillsboro, N. C.

Hassie V. Brooks, Lara P. Vanhook.

Orange County Unit

Mrs. Mamie Forte, Miss Ruth Stanfield, Mrs. E. P. Rainey, Mrs. M. C. Burt.

Pender County Local Unit

Prof. C. F. Pope, Mr. John E. Dixon, Mr. Bobby Dunn, Mr. A. Adolphus Woodhouse, Miss Mildred Moore, Miss Frances Murray, Miss Julia E. Smith, Miss Plonnie Sharpless, Miss Herminia Hickson, Mrs. Carrie Belle Bridges, Mrs. Clara A. Moore, Mrs. Janie Hynes, Prof. J. T. Daniel, Prof. S. C. Anderson, Mrs. Leona B. Daniel, Mrs. Venetta W. Anderson, Mrs. Hattie V. Gattison, Mrs. Anna C. Williams, Mrs. Mamie B. Harris, Mrs. Lillian Jackson-Adams, Mrs. Annie B. Oldham, Mrs. Daisy Ford-Malloy, Mrs. Cora P. Ringer, Miss Bertha M. Martin, Miss Eleanor Moore, Miss Florence W. Kelly, Mr. R. P. Moore, Mr. Henry M. Bass, Mr. Clinton A. Etheridge, Mr. George D. Felton, Mr. James C. Hasty, Mr. Joseph O. Lowry, Miss Sadye E. Ringer, Mrs. Geneva Fennell Dunn, Mrs. Helen Foy Hall, Miss Sadie A. Williams, Miss Sabrah Holmes, Mrs. Alice S. Livers, Miss Mary Ruth Newkirk, Miss Bettie R. Farrior, Mrs. Helen G. McIntyre, Mr. W. R. Parker, Miss Mamie R. Moody, Mrs. Rebecca S. Dockery, Mrs. Thelma McMillan, Mrs. Gertrude Hill Williams, Mrs. Ludie Dixon Washington, Miss Gladys Montague, Mrs. Molly M. Holmes, Mrs. Lillie B. Billingslea, Mrs. Rosa B. Flood, Mrs. Margaret Lofin, Mrs. Mattie Belle, Miss Allie M. Fennell, Mrs. Lillian P. Shaw, Mrs. Leona Johnson, Mrs. Carrie B. Parker, Mrs. Sarah E. Dick.

PASQUOTANK COUNTY

Elizabeth City State Teachers College

President H. L. Triggs, Prof. M. J. Whitehead.

PERSON COUNTY

Person County Training School, Roxboro

Mr. T. C. Tillman, Principal; Mrs. Juel O. Boyd, Mrs. P. E. Burton, Miss B. E. Saunders, Mrs. F. S. Humphrey, Mrs. P. A. Williamson, Mrs. E. C. Brooks, Mrs. M. J. Owens, Mrs. M. U. Harris, Miss B. L. Harris, Miss E. D. Hester, Miss P. B. Hester, Mr. G. W. Thomas, Miss R. M. Jeffers, Mr. J. C. Owens, Mr. J. L. Garis, Miss M. M. Graves, Miss Saloma Jeffers, Miss L. A. White, Mr. R. J. Douglas, Jr., Mrs. T. C. Tillman, Mrs. H. H. Fountain, Mrs. A. B. Ford, Mrs. R. T. Hester, Mr. A. W. Jones, Mr. J. R. Browning.

Person County Unit

Mrs. A. W. Jones, Miss Ellen Lawrence, Miss Willie Roberts, Mrs. R. Vinson Thompson, Miss Sudie Villines, Miss Cottie Villines, Mrs. Bene Cates, Mrs. Monnie Glass, Mrs. Lucy Mason, Miss Luella Gilmore, Rev. Abraham Whitlock, Mrs. Lula Scholer, Miss Pauline Tuck, Miss Ethel Tuck, Miss Missouri Allen, Mrs. Mabel Gurst, Mrs. Irish Beard, Miss Elma Hester, Mrs. Pearl H. Pittman, Mrs. Urelie Powell.

PERQUIMANS COUNTY

Perquimans Training School

Mrs. Lena C. Perry, Mrs. W. D. Williams, Mrs. P. E. Bembry, Miss Dorothy Newby, Miss L. H. Riddick, Mr. R. L. Kingsbury, Mr. E. L. Fair, Jr., Mr. K. A. Williams, Principal.

Hertford High School

Mrs. A. M. Kingsbury, Mrs. E. S. Perry, Miss Julia Hall, Miss Minnie L. Felton, Mrs. Irene B. Dail, Mrs. J. S. Thompson, Mrs. A. S. Eason, Mr. W. R. Privott, Miss V. C. Holley, Mrs. J. L. Privott, Mr. W. J. Thompson, Principal.

Perquimans County Group

Mrs. Edna Zachary, Mrs. M. B. Brothers, Mrs. Hazel O. Beamons, Miss Nellie Holley, Rev. Albert T. Jordan, Mrs. Mary E. Newby, Mrs. Ann F. Skinner, Mrs. Laura M. Lowe.

PITT COUNTY

Greenville Graded and High School

Mrs. Madge B. Allen, Mrs. A. H. Armstrong, Mrs. C. F. Artis, Miss Doris M. Belle, Mr. C. I. Bradley, Miss Lena O. Bradley, Miss Council V. Chase, Mrs. N. W. Cherry, Mrs. D. R. Daniels, Mrs. S. L. Davenport, Mr. W. H. Davenport, Miss B. C. Donnell, Mr. C. M. Eppes, Miss Lotye L. Grave, Miss Madeline T. Harris, Mr. H. M. Jenkins, Miss Ruth E. Johnson, Miss Irma L. Joyner, Miss Dolie A. Keyes, Miss A. Louise Morgan, Mrs. O. B. Myers, Mrs. E. P. Norris, Mrs. R. E. North, Mrs. M. B. S. Parker, Miss Flora A. Phillips, Miss Sadie I. Sautler, Mrs. L. S. Simmons, Miss Lena V. Smith, Mrs. L. R. Taylor, Mrs. M. G. Thompson, Miss Hilda M. Thompson, Miss Minnie P. Turner, Miss Elizabeth E. Williams.

Pitt County Training School

Mr. O. A. Dupree, Principal; Miss M. J. Kelley, Miss B. A. Savage, Miss T. M. Jones, Miss A. N. Jones, Mrs. M. F. Wyche, Mrs. C. C. Chance, Mrs. E. D. Daniels, Mr. H. C. Barnhill, Mr. K. M. Keyer, Mr. J. A. Maye.

Bethel Teachers

Mrs. E. S. Lloyd, Mrs. P. C. Ward, Mrs. T. M. Grimes, Mrs. A. F. Spence, Mrs. N. B. Welch, Miss W. M. Gorham, Mrs. M. T. Carraway, Mr. J. H. Carraway, Miss L. M. Garrett.

Winterville School

Mrs. Dicey Willoughby Ivey, Mrs. Martha Jones, Mrs. Pearl Gardener, Mrs. Christine Payton Mills, Miss Evelyn Harris, Miss Cora L. Hawkins.

Pitt County Group

Miss I. M. Donnell, Mr. Lafayette Williams, Mrs. Anna Mason, Mrs. Bethany Wilson, Mrs. Pattie Grimes, Mrs. Beatrice Newell, Miss S. A. Phillips, Mr. S. A. Bowe, Mrs. Lillian Perkins, Mr. W. F. King, Mrs. Dora M. Tillet, Mr. Clarence L. Bembry, Miss Annie Ruth Ebron, Miss Rosa Lee Harris, Mr. Isaac A. Artis, Mrs. Thelma A. Lawrence, Miss Mamie E. Carney, Miss Mamie Paige, Miss Sudie Paige, Mrs. Ellen B. Gorham, Mrs. Arkana Taft, Miss Josephine Braswell, Miss Cherry Bell, Miss Henrietta King, Mr. Matthew Lewis, Mrs. Christine Lewis, Mr. E. S. Parker, Mrs. Fannie Parker, Mrs. Martha S. Boyd, Mrs. Hattie Thompson, Mrs. Gertrude Hill, Mrs. Aquilla Jenkins, Mrs. Mamie Garrett, Mrs. Mary M. Knight, Mrs. Flora L. Price, Mr. Elmond A. Elliott, Mrs. Thelma Elliott, Mrs. Eva P. Jones, Mrs. Lulu Coburn, Mr. Charles C. Anderson, Mrs. Ellen C. Anderson, Mr. C. C. McGlone, Mrs. Elizabeth McGlone, Mrs. Mabel D. Wilson, Mr. Alfonso Winslow, Mrs. Maggie Woodard, Miss Essie Timmons, Mrs. Halese Carraway, Mrs. Mae Belle Dupree Burney, Miss

Lillian Alexander, Mrs. Minnie Godette, Miss Eva T. Maye, Mrs. Mattie K. Strong, Miss Stella Mae Dixon, Mrs. Mozella Burney, Mrs. Laura S. Carr, Mrs. Hattie Forbes, Mrs. Fannie P. Jackson, Mr. W. H. Robinson, Mrs. Selena Lang, Mrs. Beulah S. Keys, Mr. H. R. Reaves, Mrs. Josephine Reaves, Miss Melba McKinney, Mr. C. M. Suggs, Mrs. Ethel W. Hebron, Mr. A. C. Hill, Mr. Amos Mills, Mrs. Ellen Chadwick, Mrs. Lola M. Jackson.

POLK COUNTY

Polk County Unit

Mrs. Esther Wilkins, Mrs. Sadie McIntyre, Rev. W. M. Massey, Jr., Miss Clara McDowell, Mrs. Della H. Davenport, Mr. Louis W. Thompson, Jr., Mr. Jacob H. Tillman.

RANDOLPH COUNTY

Randolph County Training School

Mr. C. A. Barrett, Principal; Mrs. L. P. Harris, E. H. Kyer, Miss Emma C. Reid, H. E. Johnson, Miss J. Louise Dillahunt, Miss Emily Litaker, Mrs. I. J. Pugh, Miss B. A. Cox, Mrs. L. W. Hardy, Mrs. L. E. Frazier, Miss E. A. Hickerson.

Trinity School

Mr. A. T. McAdoo, Miss Effie Hill, Mr. L. M. Davis, Mrs. H. H. Tiller.

Randolph County Unit

Miss Mary Harrison, Mrs. Flossie Brewer, Miss Donnie Caviness, Mrs. Addie W. Tate.

RICHMOND COUNTY

Capitol Highway School

Mr. J. W. Mask, Jr., Principal; Miss Hattie E. Jones, Mrs. A. T. Nelson, Mrs. Mae Hailey Doughtery, Miss Roberta McNeil, Mrs. Vela McEachern, Mrs. Bernice Lassiter, Mrs. Carrie J. Lawson, Mrs. J. C. Hillian, Mrs. Laura S. Robinson, Mr. Roland Clark, Miss C. I. Fort, Miss Sadie E. Richardson, Miss Addie L. Foreman, Mrs. Inez Douglas.

Ellerbe Colored High School

Mr. S. B. T. Easterling, Principal; Miss A. A. Moore, Miss M. D. Williams, Miss D. E. Upperman, Miss N. L. Kelly, Miss F. E. Golden, Miss G. E. McKissick, Mrs. P. C. Wall, Mrs. H. U. Easterling, Mr. R. E. McIntyre, Mr. R. W. Jones.

Rockingham Colored High School

Prof. J. M. Hodge, Principal; H. H. Hill, Mrs. T. M. Caldwell, Miss L. Austell, Mrs. E. E. Williams, Mrs. N. T. Bowens, Mrs. W. A. Williams, J. O. Johnson, Mrs. O. M. Sawyer, Miss D. B. Howze, Mrs. V. N. Price, Miss V. E. Wall, Miss L. A. Barnes, Miss L. B. Gordon, Mrs. A. S. Williams, Mrs. D. C. Price, Miss W. M. Hines, Miss E. L. Mumford, Mrs. C. M. Hodge, Mrs. J. W. Watkins, Miss L. A. Gordon, Miss N. M. Bostic, Miss Theopha Ledbetter.

Hoffman, N. C.

Mr. A. W. Perkins, Principal; Mrs. E. J. Perkins, Miss Lillian Byrd, Miss Theola Bethea, Mrs. Bettie B. Gaskin, Miss Susie P. Arrington.

Richmond County Unit

Mrs. Mary S. Spencer, Mrs. Amanda S. Pemberton, Miss Hattie E. Jones.

ROBESON COUNTY

Rosewald School

Mr. L. E. Spencer, Principal; Mrs. E. G. Bradshaw, Mrs. C. H. Pittman, Mrs. E. A. Ford, Mrs. A. D. Spencer, Mrs. E. S. Cunningham, Mr. P. E. Shaw, Mrs. N. B. McKay, Mrs. B. H. McGee, Mrs. M. P. Stroud, Miss T. I. Hodge, Mrs. B. H. Thompson, Mrs. H. M. Alston.

Red Springs High School

Mr. J. T. Peterson, Principal; Mrs. K. M. Peterson, Miss Gertrude E. Lomax, Miss M. V. Jackson, Mrs. P. V. Graham, Miss E. E. DeVane, Mrs. P. J. Davis, Miss M. S. Grier, Miss A. P. DeVane, Mrs. E. C. McNeill, Miss M. J. Long, Miss S. S. Lashley, Mr. D. A. Garner.

Robeson County Training School

Mr. R. B. Dean, Principal; Mr. S. B. Peace, Mr. Fred L. Truesdell, Mr. L. C. Cottingham, Mrs. Sadie O. Burton, Miss E. B. Hairston, Miss Lolerita T. Martin, Miss A. O. Rogers, Miss L. M. McMillan, Miss L. M. Hayes, Miss M. Jean Moore, Miss E. Cornelia Holloway, Miss E. M. B. Spivey, Miss Geneva J. Holmes, Miss C. L. McKoy, Miss Ruth Edwards.

Fremont High School

Mr. G. L. Harper, Principal; Miss M. Z. Stallings, Miss Mabel Hill, Miss Ann M. Has-

kins, Miss Jannie Slater, Miss Elouise Butler, Miss Lila D. Newsome, Miss Martha Matthewson, Miss L. E. Edwards, Miss Mary S. Ward, Miss Lucille Jones, Miss Pauline P. Scott, Miss Ida B. Evans, Miss Annie Perry, Mrs. E. M. Harper, Mr. W. E. Davis, Mr. I. R. Barcliff, Mr. F. E. Parker, Miss E. V. Aycock.

St. Pauls High School

Mr. J. E. Bryan, Principal; Mr. R. J. DeVone, Mrs. Mamie E. Connelly, Miss Christine E. Wiley, Mrs. Mildred A. Houston, Mr. Cressie H. Thigpen, Miss Julia C. Newkirk, Mrs. Megie C. Green, Mrs. Sadie M. Currie, Mrs. Nannye M. Scott, Mrs. Hattie McKoy.

Redstone High School

Dr. J. H. Hayswood, Principal; Mrs. A. M. Bryan, Mrs. A. B. Lewis, Mrs. Isadore Spearman, Mrs. J. E. Allen, Mrs. M. M. McMillan, Mrs. F. Cade Scipio, Mrs. M. B. McLeod, Miss Mildred L. Bostic, Miss Elaine Boney, Miss Elizabeth S. Smith, Miss Nellie R. Singletary, Mr. Wm. Mck. McNeill.

John Lewis School

Mrs. Mattie B. Lessane, Miss Novella Atkinson, Miss Clara Humphrey, David L. Little, J. F. Lessone.

Hilly Branch High School

Mr. L. V. Jones, Principal; Miss E. L. Powell, Mrs. Blanche Houston, Mr. S. P. Woodward, Miss Mabel Bingham, Miss Helen O. Caldwell, Miss Rosa P. Williams, Mrs. Irene B. Moseley, Mrs. Elsie A. Woodard, Mrs. L. B. Bush.

Beauty Spot School

Mr. James O. Scipio, Principal; Mrs. Jestena U. Henderson, Mrs. B. C. McNair, Mrs. Lena T. Odom, Mrs. L. M. Crosby, Miss Jessie M. Cooper.

Cedar Grove School

Mr. Fred King, Principal; Mrs. Addie Lewis, Mrs. Rosa M. White, Mrs. Theresa Thompson, Mrs. Stallis Morgan, Miss Susie Williams, Mrs. Pauline Brown, Miss Dorothy M. Washington.

Rowland School

Mr. J. W. Cochran, Miss Willie B. Plair, Miss Mary E. Gladden, Mr. Edward C. Moore, Mr. David L. Gunn, Miss Maude E. Downing, Mrs. Eleanor M. McQueen, Miss Rosa Alma Pettice, Miss Emma Ruth Speller, Mrs. Pearl Moore, Mrs. Mattie B. Haggins, Miss Mary O. Cunningham.

Bennert School

Mr. A. E. Williams, Miss Hollie Harrell.

Lumberton City Schools

Dr. W. H. Knuckles, Principal; Mrs. Carletta Spearman, Mrs. Katie B. Anderson, Mrs. Inez McNeill, Mrs. G. A. Little, Mrs. Mamie Knuckles Pope, Miss Maggie McLean, Miss Ura Lee High, Miss Annie L. Howard, Miss Pazava Hill.

Robeson County Unit

Mrs. Bessie Powell, Miss Annie Wharton, Mr. George C. Corbett, Miss Luvenia Bell, Mrs. Sallie D. Homer, Miss Mary B. McDougald, Mrs. Cora Burgess, Mrs. Zetta Humphrey Toomer, Mrs. Sylvia B. Wheters, Mrs. Estelle McDonald, Mrs. Bery O. Wilcox, Mrs. Martha Merrick, Mrs. Ethel T. Hayswood, Mrs. Annette Carpenter, Mrs. Maggie Brewington, Miss Pearl Brewington, Miss Lula Brown, Mrs. Katie M. Smith, Mrs. Zilphia McNair Waugh, Mrs. Sadie McNair Shepard, Mrs. Ila Gavin, Mr. Richard Robinson, Mr. S. E. McKoy, Miss Celestine Bryan, Miss Amy Crawford, Prof. H. E. Williams, Miss Hattie Harrell, Mr. Henry K. Grotton.

ROCKINGHAM COUNTY

Reidsville Negro Schools

Prof. S. E. Duncan, Principal; Mrs. Hattie Zollar, Miss Thelma Koger, Mrs. Lelia S. Taylor, Miss Susie A. Dillard, Mrs. Mabel Watkins, Miss Sadie B. Wilkerson, Mrs. Geneva B. McRae, Mrs. Lola B. Powell, Mrs. W. P. Core, Mrs. Katherine Ellington, Mrs. Sarah Penn Ware, Miss Daisy Davis, Mrs. Bertha Carter Totten, Miss Lillian C. Sanders, Miss Louise Koger, Mrs. T. Moir Burwell, Miss Cozette Friende, Mrs. Ida F. Thomas, Mrs. Mary Thrift Brown, Miss Vella A. Lassiter, Mrs. Gwendolyn Balsey, E. M. Townes, H. K. Griggs, Mrs. Ida H. Duncan, Mrs. Ethel M. Rogers, Miss Portia N. Jenkins, J. W. Sapp, D. S. Kelly, N. A. McCoy, Mrs. Mildred Gunn Johnson, C. C. Griffin, Mrs. Eloise W. Watson, Mrs. Margaret M. Stewart, Mrs. A. McAden Johnson.

Douglas High School

Prof. L. E. Davis, Principal; Mrs. E. B. Barnhill, Mrs. B. M. Boyd, Mr. C. H. Coleman, Mr.

J. D. Chalmers, Mrs. Ibra Davis, Mrs. R. N. Fisher, Mrs. M. A. Gee, Mrs. E. T. Glasco, Miss E. M. Johnson, Miss M. M. Jordan, Mrs. Anita Hairston, Mrs. A. M. Long, Miss Adele Pickard, Mrs. B. H. Puryear, Miss M. E. Roberts, Mrs. O. R. Simpson, Mrs. A. M. Taylor, Miss L. M. Ward, Mrs. Lottie Whitsett, Miss Consuela Williams, Mr. W. F. Jordan.

Rockingham County Group

Mr. A. D. Foye, Mrs. Carsie B. McCallum, Mrs. Leona Martin, Mrs. A. S. Noble, Mr. Wyatt M. Fowlkes, Miss Jessie Fowlkes, Miss Lee Ethel Hamlin, Mrs. Emma Walker Lambeth, Mrs. Alverta W. Crisp, Mrs. Lillie Dobbs, Mrs. Mary People, Mrs. Margaret Coletrane, Miss Edna Earle Jones, Miss Blanche King, Mrs. Velma Johnson Neal, Mrs. Maggie G. Richardson, Mr. Charlie Richardson, Mrs. Betsy Ann Franklin, Mrs. Nellie G. Neal, Mrs. Lillie G. Neal, Mrs. Annie Vaughn, Mr. C. C. Watkins, Mrs. Nannie Thomas, Mrs. Abigail H. Hayden, Mrs. Lester Montgomery, Miss Millie Lindsey, Miss Mary E. Stewart, Mr. Herbert Lassiter, Mrs. A. D. Hall, Mrs. Mary C. Allen.

ROWAN COUNTY

Price High School

Mrs. Abna Aggrey Lancaster, Prof. L. H. Hall, A. E. Marie Weeks, Ruth E. Miller, Mrs. N. J. Lash, Mr. J. C. Simpson, Mildred N. Jordan, S. W. Lancaster, Alta M. Clarke, Swanee G. Evans, E. Beatrice Riggs, Mrs. G. C. Teamer.

Monroe Street School

Miss Annie R. Lowery, Principal; Mrs. Marie A. Davis, Mrs. Rose R. Johnson, Mrs. Florence J. Harris, Mrs. Beulah R. Gibson, Mr. I. H. Miller, Jr., Mrs. Nomie Johnson, Miss Callie Montgomery, Mrs. Adeline Jones, Miss Vina E. Wilson, Miss Lottie Mae Smith, Mrs. Laura I. McKoy, Mrs. L. W. Nicholson, Mrs. Mamie Davis, Miss J. Thirdgill.

Lincoln School

Mrs. Creola Sumner.

Livingstone College

Dr. W. J. Trent, President; Mr. A. Bohannon, Mr. V. W. Byas, Mr. F. D. Drew, Miss Julia B. Duncan, Miss Carolease Faulkner, Mr. W. H. Hanum, Mr. W. R. Harrison, Mr. Benjamin Hargrave, Miss Spellman L. Layne, Miss Lottie M. Lyons, Miss Lucille C. Mills, Mr. H. P. Pinkett, Mr. J. H. Satterwhite, Mrs. Josephine P. Sherrill, Mr. W. Q. Welch, Mr. C. W. Wright, Mr. I. H. Miller.

Adult Education Teachers

Miss Ethel Goodman, Mrs. Lou W. Hawkins.

Rowan County Group

Mr. Vincent W. Bryan, Mrs. Maidie R. Gibson, Mrs. Makepeace Long, Mrs. Adelaide Carson, Mrs. Odessa C. Carr, Rev. William Wyatt, Mrs. Lillian Wilson, Mrs. Claudia Caldwell, Mrs. Constance Little, Isiah McClain, Mrs. Winifred Poe, Mrs. Willie E. Davis, Mrs. Beatrice Powe, Rev. Thomas Powe, Margaret Houston, Maggie L. Knox, Mrs. Corinne F. Tutt, Beatrice Cowan, Ollie Lee Carr, Mrs. Mary Biggers, Mrs. Mabel Payden, Mrs. Laura Moore, Mrs. Geneva Oglesby, Anna Clark, Mrs. Winema Williams, Rev. Wm. Watson, Robert E. Dalton, M. W. Vails, Richard McMullen, Juanita Staton, Oleen Black, Lannie Spaulding, Mrs. Willie Payne, Mrs. Zelma Drain, Mrs. Margaret Dalton, Mrs. Novella Chambers, Mrs. Lena B. Duncan, Mrs. Sadia Fair, Mrs. Pauline Wright, Mabel Kelly, Hazel Craige, Arthur Buford, Mrs. Lossie Weldon, Annie Parker, Mrs. Annie Bell Wilson, Mrs. Ressie Smith, Mrs. Gladys Lewis, Mrs. Sallie Robertson, Mrs. Alma Ross, Mrs. Portia Barfield, Max Gibson, Rosebud Aggrey, Myrtle Peake, Theodore Mitchell, Thelma Christmas, O. C. Hall, Mrs. Edmonia Hall, Mrs. Essie Goudelock, Mrs. Irene Graham, Sarah Tuck, Glenn Rankin, Mrs. Cora White, Mrs. Lillian Reid, Mrs. Berthenia Gibson, Lawrence Wright, Mrs. Lillian Evans, Mrs. Mary Ramseur, Mrs. Rosalie Wyatt, Mrs. Ernestine Carson, Ray Brown, Mrs. Kathleen Randall, Mrs. Elizabeth Duncan, Mrs. Rose D. Aggrey.

RUTHERFORD COUNTY

New Hope School

C. A. McDougle, Principal; Mrs. H. C. Walker, Miss M. E. Joyner, Mrs. L. R. McDougle, Mrs. A. R. Wellman, Mrs. E. F. Avery, Mrs. M. T. Carpenter, Mr. H. E. Pickard, Mrs. A. K. Thornton, Mrs. M. P. Turner, Mrs. Q. P. Varner, Mr. V. C. Ramseur, Mrs. M. M. Pettiford.

Grahamtown High School

Mr. J. O. Gibbs, Principal; Mrs. Henriatta Twitty, Mrs. Margaret Chambers, Miss Nettie Montgomery, Mrs. M. D. Gibbs, Miss Mary Fisher, Mrs. F. M. Patton.

Spindale School

Mr. P. W. Wellmon, Principal; Miss E. E. Logan, Miss M. B. Hoyle, Miss M. K. Costner.

Doggetts Grove School

Mr. B. W. Burton, Principal; Mrs. F. W. Carnegil, Mrs. N. F. Russell.

*Rutherford County Unit**Webb School*

Miss Bertha Plummeir.

New Vernon School

Miss Erma Jones.

Bostic School

Miss Kathleen Galloway.

Antioc School

Miss Geneva Mae Costner.

Caroleen School

Miss Fannie Watkins.

Cliffside School

Mr. Henry Darity, Mrs. Janie W. Davis, Mrs. Ruth Twitty, Miss Leola Watson, Mrs. Lottie Logan, Miss Helen Howell, Miss Wilma Beebe.

SAMPSON COUNTY

Sampson County Training School

Prof. D. A. Thomas, Principal; S. N. Merritt, O. E. Lilly, P. L. Thomas, H. L. Forbes, H. B. Lucas, Mrs. B. J. Thomas, Mrs. I. E. Stephens, Griswold, Mrs. E. M. Moore, Mrs. B. D. Rich, K. A. Hodges, J. V. Elliott, A. B. Williams, Mrs. Irene Hill, Mrs. E. H. Sampson, L. B. Summer-ville, Mrs. S. L. Small, Mrs. N. W. Merritt, F. M. Owens, M. C. Faison, C. M. King, Mrs. E. Duncan Foster, Mrs. M. D. Grady.

Local Unit, N. C. T. Association

Rev. Charles E. Perry, President; Daisy B. Adkins, Maggie M. Allison, Mary B. Anders, Robert Anders, Maggie B. Barnes, Ada G. Battle, Mildred Beaman, Mary N. P. Bennett, Mary E. Berry, Annie Lou Boykin, Estelle W. Boykin, Janie Mae Boykin, Joseph V. Boykin, Estelle B. Brown, Jeddie Bryant, Margaret S. Butler, Daisy H. Caldwell, Blonnie B. Carr, Woodrow Carr, Blanche Carr, Hattie J. Cobb, Lillie B. Coley, Rosa W. Cooper, Lillie C. Cromartie, Elva M. Culbreth, Mary B. Davis, Cato C. DeVane, Eva Mae DeVane, Margie DeVane, W. K. DeVane, Ernestine M. Faison, Mamie M. Faison, Cornelia E. Fennell, Mae G. Fennell, Mary A. Fennell, Lottie S. Galloway, Minnie W. Gillis, Flora D. Grantham, Anna F. Herring, Naomi Herring, Juanita H. Hill, Hazel E. Holmes, John M. Holmes, Lena Mae Holmes, Katie B. Jones, Martha A. Kelley.

Callie D. Kirby, John I. Kornegay, P. M. Lee, Hattie B. Matthews, Reva Mae Jones, Allie S. Matthis, Annie Ruth McKoy, Wilma McKoy, Rebecca McLaurin, Betsy P. McLean, Willie M. McLean, Albert F. Melvin, Laddie B. Melvin, Matt B. Melvin, Lillie B. Merritt, Sadie H. Merritt, Lettie B. Mitchell, Flora B. Moore, Josie B. Moore, Gertha C. Murphy, Ella L. Perry, Emma Perry, Wyoming Perry, Isabella Peterson, Macyrene Peterson, Selena S. Pierce, Lila C. Powell, Mabel P. Powell, David L. Robinson, Estella Robinson, Annie C. Sampson, Fannie W. Sampson, Minnie Lee Sampson, Pauline M. Solicey, Mamie B. Spicer, Sarah A. Smith, Helen B. Stewart, J. T. Stewart, Gertrude Summerville, William Swinson, Bettie T. Tatum, Lillie F. Troublefield, Beatrice Underwood, Eva Mae Walton, Arletha B. Graham, Rosa B. Webb, Peter C. Williams, Effie B. Wright, Francis Wright, Vinella Ashford, Eva S. Williams, Mrs. Maggie Ireland.

SCOTLAND COUNTY

Laurinburg

Mrs. E. S. Carlson, Mrs. Thelma McKoy, Mrs. Cecil Blue Evans, Miss Mamie McMillan, Mrs. A. M. J. Bethea, John T. Speller, Miss Eunice L. Burney, Mr. J. C. Melton, Mrs. J. C. Melton, Mrs. Verdell McDuffie Lane, Mr. Albert M. Thompson.

STANLY COUNTY

Colored High School, Badin

Mr. J. Worthington Campbell, Principal; L. C. Colson, Miss F. M. Lawson, Miss E. M. Council, Mrs. V. O. Green, Mrs. W. B. Lowe, Mrs. V. P. Barringer, Mrs. A. H. Taylor, Miss E. E. Torrey, Mrs. M. G. Kemp, Mrs. L. W. Donaldson, Miss G. R. Evans, Mrs. T. R. Colson.

Stanley County Group

Mrs. E. Stanton Anderson, Mr. S. S. Carpenter, Miss Elizabeth Dobbins.

Kingsville School

Mr. H. C. Goore, Mrs. H. C. Goore, Miss C. Clark, Miss Louise Falls, Mrs. Gladys Rush, Mrs. V. Christian, Mrs. Charles Whitaker, Mr. S. A. Coles, Mr. R. W. Kiser.

SURRY COUNTY

Mount Airy City Schools

Mr. L. H. Jones, Principal; Mr. F. M. Jones, Miss G. I. Jones, Miss L. S. Johnson, Miss F. M. Oakley, Mrs. Emma Edwards, Mrs. P. M. Cunningham, Miss W. E. DeLaine, Miss J. I. Johnson, Mrs. T. W. Stiles, Miss M. L. Vick, Mrs. Lola Scott Abernethy.

Surry County Group

Mr. Robert Caesar, Miss Josephine Massey, Mr. F. D. Davis, Miss Rosebud Banner, Mrs. Lillie C. Hairston, Miss Margaret Ridley, Mrs. Carrie Goode, Mr. Gilmer Franklin, Mrs. Mary Osborne, Miss Lelia Shaw, Mrs. Lola C. Morgan, Nellie H. Tucker, Mr. Alexander Edwards.

STOKES COUNTY

Stokes County Group

Katherine B. Goolsby, Mr. T. L. Williams, Mrs. R. J. McLeary.

UNION COUNTY

Winchester Ave. High School

Mr. W. E. Knight, Principal; Miss A. A. Chresfield, Miss H. N. Dawson, Miss V. E. Perkins, Miss M. Holt, Miss A. Williams, Mrs. E. M. Alston, Mrs. D. H. Simmons, Mrs. M. H. Oglesby, Mrs. E. C. Smith, Mrs. L. C. Creft, Mrs. L. T. Lawson, Mr. J. W. Graham, Miss W. B. Johns.

Union County Group

Mrs. Mary W. Chambers, Miss Odessa Blunt, Miss Melvina Blunt, Mrs. Emma A. McManus, Mrs. Carrie M. Blount, Mrs. Mamie T. Carr, Miss Parthenia Chambers, Mrs. Pearl Chambers, Mr. Cromwell Chambers, Mr. P. W. Baucon.

VANCE COUNTY

City School Teachers

Prof. E. D. Johnson, Miss Perline Brane, Mrs. Marion L. Poole, Mrs. Iola B. Hawkins, Mrs. G. L. Ward, Miss Estelle Nichols, S. P. Eaton, Mrs. Tomasena G. Smith, Jessie F. McKessor, Mrs. M. S. Williamson, Mildred J. Height, Mrs. Sallie A. Eaton, Ruth H. Yergan, Mrs. J. W. Yarborough, Vivian O. Steele, Mrs. Adelaide Bullock, Laura G. Jordan, Mrs. Mary A. Eaton, Mary L. Harris, Mrs. Mary I. Stamples, Mary E. Burt, Mrs. Lottie A. Parham, Johnnie J. Young, Mrs. L. B. Yancey, Irene Strickland.

*Vance County Unit**Dabney School*

Mr. A. A. Lane, Miss Hennie L. Peele, Mrs. Elnora Burwell Brown, Mrs. Sarah F. Lewis, Miss Annie Mae Henderson.

Townsville School

Mr. W. E. Williams, Mrs. Elizabeth B. Bullock, Miss Elizabeth Harris, Mrs. Merlyn W. Jones, Mrs. Mary W. Hodges, Mrs. Rosetta C. Mason.

Williamsboro School

Mr. P. H. Lewis, Miss Mabel S. Wyche, Mrs. Ethel H. Clements, Miss Annie E. Ganes, Mrs. Annie G. Wyche, Miss Esther M. Bullock, Miss Mary Evans.

Nutbush No. 1

Mr. Willis G. Hare, Miss Alice Greene, Mrs. Carrie H. Sewell, Mrs. Ethel L. Adams, Mrs. Lucy J. Perry, Mrs. Nellie Wyatt Barnes.

Nutbush No. 2

Mr. R. D. Bullock, Jr., Mrs. Ruby M. Westbrook.

Middleburg

Mr. James R. Barnes, Mrs. Violet B. Saunders, Miss Mary Violet Mitchell, Miss Mabel L. Pailin.

Brookston

Mr. J. H. Faulkner, Miss Anirl Lewis.

Cephas Springs School

Rev. C. H. Williamson, Mrs. Maggie H. Turner, Mrs. Flossie K. Amos.

Greystone School

Miss Lucy A. Eaton, Miss Mary Brame, Mrs. Katye C. Smart.

Nutbush Branch

Miss Maggie C. Tucker, Mrs. Elizabeth B. Parham.

Sandy Grove

Mr. Asker B. Hawkins, Mrs. Lillie M. Markham, Miss Jennie V. Greene.

Dickies Grove School

Mr. Chas. R. Frazier, Mrs. Cassie A. Wright, Mrs. Gladys Massenburg, Miss Queen E. Davis.

Kittrell School

Mr. R. H. Anders, Mrs. Edna E. Bryant, Miss Lucy C. Thorpe, Miss Mamie L. Mills, Mrs. Henrietta C. Hatton.

WAKE COUNTY

At Large

Dr. N. C. Newbold, Mr. G. H. Ferguson, Miss M. M. McIver, Mr. Rudolph Jones.

Shaw University

Dr. Robert P. Daniel, President; Mr. Foster P. Payne, Dr. Nelson H. Harris, Mr. John L. Tilley, Mr. S. A. Barksdale, Mrs. Empsie T. Botis, Mr. James E. Lytle, Jr., Mrs. Lucille Y. Mayo, Mr. H. A. Miller, Mr. H. C. Perrin, Mrs. Esther R. Reed, Mr. James C. Samuel, Mr. George Snowden, Miss Mae S. Tate, Mrs. Minnie D. Turner, Mrs. Susie W. Yergan.

State School for the Blind and the Deaf

Prof. J. W. Mask, Sr., Mrs. E. H. Ballentine, Mrs. Mildred L. Chavis, Mrs. H. M. Edmonson, Mr. Eugene A. Fields, Miss Augusta O. Harris, Miss Henrietta H. Kennedy, Miss Fannie A. King, Miss Gladys Laws, Miss Janie Mann, Mrs. Bessie C. Pettiford, Mr. S. W. R. Slade, Mrs. M. W. Williams, Miss L. Watford.

Washington Elementary School

Mrs. G. P. Brown, Miss H. B. Davis, Mr. J. H. Baker, Mrs. L. P. Eaton, Mrs. N. W. Fuller, Miss O. W. Hayes, Miss M. Hayes, Miss P. M. Love, Mrs. F. P. Maye, Mrs. M. T. McIver, Mrs. I. M. Mitchell, Mrs. N. H. Morgan, Mrs. A. P. O'Kelly, Mrs. C. M. Prather, Mrs. G. Y. Reid, Miss F. J. Sims, Mrs. K. L. Thomas, Mrs. E. P. Wiley, Mrs. L. R. Williams.

Washington High School

Prof. M. W. Akins, Principal; Miss Willie Baucum, Miss M. B. Bugg, Mrs. J. M. Clanton, Mrs. C. VanHoy Collins, Miss I. M. Evans, Mrs. A. W. Franklin, Mrs. G. E. Harris, Miss J. E. Hicks, Mr. M. C. Hill, Mrs. C. B. Hunt, Mr. W. B. Inborden, Mr. H. T. Johnson, Mrs. E. M. Kelly, Mrs. F. J. Latham, Mr. J. C. Levingstone, Mrs. A. M. Levingstone, Mr. J. L. Levis-ter, Miss E. M. Lexing, Miss M. E. Ligon, Mrs. L. F. Perrin, Mrs. S. Perry, Miss P. Scott, Mr. W. W. Smith, Mr. R. H. Toole, Mr. P. H. Williams, Miss E. M. Yeargin.

Lucille Hunter School

Mrs. Julia A. Williams, Principal; Mrs. Lucille M. Bryant, Mrs. Eliza A. Davis, Mrs. Marion W. Easterling, Mrs. Daisy B. Evans, Mrs. Nan P. Frazier, Mrs. Augusta H. Gray, Mrs. Ora B. Hardie, Mrs. Gila Harris, Mrs. Ethel H. Hunt, Mrs. Alice C. Jones, Miss Dorothy S. Lane, Mrs. Clinton B. Ligon, Mrs. Addie G. Logan, Mrs. Hattie T. Mitchell, Miss R. H. G. McCauley, Miss Mary E. Phillips, Mrs. Alice E. Sommer-ville, Mrs. Henrie J. Stredwick, Mrs. Celia J. Wortham.

Oberlin School

Mrs. Margaret Harris, Principal; Mrs. E. C. Brewington, Miss Minnie B. Flagg, Mrs. Margaret Haywood, Mrs. G. Kay Greene, Miss Amanda Rhone, Mrs. Mattie Kelly.

Crosby-Garfield School

Prof. W. H. Fuller, Mrs. A. H. Logan, Miss M. T. Brooks, Miss M. T. Yeargin, Miss M. E. Elliott, Miss L. M. Hunter, Miss C. E. Christmas, Mrs. M. A. Culler, Mrs. A. T. Williams, Mrs. M. A. Gorham, Mrs. E. O. Nanton, Mrs. C. T. Prince, Mrs. M. A. Smith, Mrs. A. J. Dunston, Mrs. M. R. Roberts, Mrs. M. E. Akins, Mrs. A. S. Watts, Mrs. B. A. Leake, Mrs. M. E. Watson.

Berry O'Kelly School

Prof. E. A. Johnson, Principal; W. D. Moore, Geo. W. Lee, Leslie T. Brown, Mrs. V. C. Moore, Mrs. E. M. B. Lytle, Mrs. M. E. B. Cooper, Mrs. G. W. Horton, Mrs. M. E. Y. Risby, Miss A. M. Mangum, Miss Olive Richard, Miss L. E. Harris, Miss W. L. Norris, Miss E. M. Ligon.

Fuquay Springs School

Prof. Joseph S. Davis, Principal; Mrs. Margaret H. Davis, Mrs. P. T. Atwater, Mr. Leroy Burton, Mrs. Anita Walden, Mrs. Minnie Slocum, Miss Lucille Jones, Mrs. Mary Mack, Mr. J. C. Atwater.

W. E. DuBois High School

Prof. L. R. Best, Principal; Mrs. D. A. Best, Mr. W. W. Hurdle, Mr. W. E. Matthews, Miss E. G. Schmoke, Miss S. E. Newkirk, Miss V. E.

Irving, Mrs. A. D. Hurdle, Mrs. N. M. Garriss, Miss M. A. Boyd, Mrs. L. S. Murray, Miss V. O. Windley, Mrs. B. M. Taylor, Miss E. J. Stroud, Miss A. M. Ruffin, Mrs. E. M. Thompson, Miss G. Davis, Miss R. F. Burems.

Riley Hill School

Mrs. Mamie N. Perry, Mrs. Cozelle Raiford Hawkins, Mrs. M. J. Marable, Mrs. Eredena H. Young, Mr. George H. Young, Mrs. D. W. Hall, Miss Lena F. Marriott.

Apex Elementary School

Mrs. Sadye F. Baldwin, Mrs. Ethel P. Beasley, Mrs. Lizzie D. Brandon, Mrs. B. O. Blue, Miss Ela I. Haywood, Miss Ethel Johnson, Mrs. Mable Matthews, Mrs. Louise Cain Webb, Mrs. Alma A. Williams, Mrs. Elizabeth H. Williams, Mr. P. A. Williams.

Mrs. Annie M. Rivera, Iris B. Lane, Mrs. W. B. Moore, Miss Geneva V. Stroud, Mrs. Lottie Harris Rollins, Mrs. Beulah Robinson, Mrs. N. L. McClain, Mrs. K. M. Haywood, Prof. C. A. Marriott, Mrs. M. B. Jones, Mrs. Ida Miller, Miss E. M. Jordan, E. L. Sanders.

Wake County Unit

Mr. W. S. Stewart, Miss Minnie B. Stanley, Mr. J. P. Bond, Miss Ora Morgan, Miss Dorothy C. Rutledge.

WARREN COUNTY

Warren County Training School

Mr. G. E. Cheek, Principal; Miss M. E. Jerman, Miss M. L. Parham, Mrs. S. F. Teele, Mrs. M. H. L. Peede, Mrs. I. J. Bagley, Mrs. G. T. Edwards, Mrs. Mary Watson Wynn, Miss L. P. Davis, Mr. G. H. Washington, Mrs. M. E. Washington, Mrs. M. H. Davis, Mrs. B. L. Ingram, Mrs. E. C. Bolden, Mr. J. F. Lane, Miss Annette Whitehead, Mr. A. L. Johnson, Mr. J. C. Gilmore, Mr. J. L. Bolden, Mr. R. C. Harris, Mrs. E. B. Cheek, Miss R. L. Roland.

John R. Hawkins High School

Mr. D. M. Jarnigan, Principal; Mrs. Annie M. Alston, Miss Nina W. Anthony, Mr. C. H. Brown, Mrs. Frances S. Clemons, Mr. W. J. Costner, Miss Tenna M. Ellis, Mrs. A. R. Fortson, Mr. H. E. Fortson, Miss Willie G. Fontaine, Miss M. Elizabeth Faulkner, Miss Carrie W. Kellog, Mr. A. T. Kelly, Mr. W. W. Harris, Mrs. Louise V. Haywood, Mrs. V. C. Henderson, Mr. Harry Johnson, Mrs. Ligne E. McGrier, Miss Grace L. Melchor, Mrs. Beulah H. Peters, Mr. H. G. Rose, Miss D. E. Tyson, Miss Eliza V. Carroll, Miss Emily I. Baker, Miss H. V. Clarke, Miss L. B. Ingram, Miss Lillian M. Gary.

Warren County Local Unit

Mrs. Irene Alexander, Miss Rosa E. Alston, Mrs. Flora W. Alston, Mrs. Annie B. Alston, McCarroll Alston, Walter Alston, Mrs. Mary L. Arrington, Mrs. Mary D. Batts, Mrs. Ida Baskerville, Jerome Branch, Mrs. Esther C. Branch, Mrs. E. M. Brown, Mrs. Laura Brown, Miss Mabel Bryant, Miss Lee Burchette, Mrs. Ogletree Carroll, Miss Ella Cheek, Miss Gwendolyn Cromwell, Mrs. Fannie F. Coley, Prof. R. W. Davis, Miss Rosa L. Davis, Mrs. Mabel J. Davis, Miss Carrie B. Davis, Mrs. Mabel P. Faulkner, Clarence C. Fitts, Mrs. Katie L. Green, Mrs. Cora D. Harris, Mrs. Anna B. Harris, Mrs. Edna W. Harris, Mrs. Ada Henderson, L. B. Henderson, Mrs. Beatrice Hicks, Mrs. Martha W. Jackson, Miss Bettie H. Jenkins, Elbert E. Jones, Mrs. Ada S. Johnson, M. A. Johnson, Rev. D. A. Johnston, Mrs. Willie G. W. Kearney, Miss Hattie J. Kearney, Miss Millie M. Long, Rev. J. E. McGrier, Miss Carrie Moore, Miss Bettie Newsome, Miss Mary Patillo, T. H. Pettitway, Mrs. Berdie Plummer, James Plummer, Mrs. D. A. W. Pugh, Mrs. Lula J. Sailsman, Miss Louise C. Somerville, Miss Bettie M. Solomon, Mrs. Enolia L. Streeter, Mrs. Marie H. Thomas, Mrs. Gracie B. Turner, Mrs. Pattie G. Tyson, Miss Naomi Walker, Miss Ruth Warwick, Miss Freddie Warwick, Miss Ophelia M. Watson, Mrs. Carrie J. Williams, Mrs. Hattie Ingram Williams, Mrs. Winnie B. Williams, Miss Eleanor B. Wright, Miss Mary K. Baldwin, Mrs. Mary E. Henderson.

WASHINGTON COUNTY

Mr. H. H. McLean, County Superintendent.

Plymouth High School

William H. Berry, Madelyn E. Watson, Charles V. Bell, Joseph W. Parker, Alberta V. Whittsett, Elizabeth Ledford, Annie Elizabeth Dowdy, Willie W. Walker, Nicholas Jones, Velma Lee Turnage, Gladys Whichard, Sophia Spruill, Frances Spencer, Annie Pearl Smith, Mattie E. Newby, Agnes H. Jones, Pauline V. Alston, Reunice A. Walker, Ruth R. Williams.

Marrattock School

Emma Dixon Walker, Principal; Mary C. Austin.

Brooks School

Margaret H. Berry, Principal; Doris I. Jeanette.

Deep Bottom School

Ernest L. Owens, Principal; Sarah F. Speller.

District No. II

Roper High School

J. J. Clemmons, Elmer V. Wilkins, Elizabeth W. Wilkins, Robert L. Graves, George M. Smith, Samuel Wynn, Minnie Lee Freeman, Daisy Lee Clark, Ezell Johnson, Erma Cooke Bias, Martha E. Littlejohn.

Macedonia School

J. H. Bias, Montrose G. Bias.

Mt. DeLane School

Thomas A. Wilkins, Cora Honablew.

Back Woods School

Maggie Boyd Riddick, Rosetta Honablew.

Sound Side School

Peter H. Bell, Jr., Azzelia Ferreebe Norman, Theresa O. Hill.

District No. III

Creswell High School

Peter W. Littlejohn, Mildred B. Garrett, Pencie C. Nixon, Irvin Honablew, Annie Lillian Cartwright, Mariah E. Baum.

Cherry School

Trumilla Brickhouse, Rosa Littlejohn Brickhouse.

Pritchett School

Goldie Parker, Doris V. Halsey.

WAYNE COUNTY

Dillard High School

Prof. Hugh V. Brown, Principal; Miss Geneva Bass, Miss Josie Mae Boney, Mrs. Mamie Braxton Carney, Mr. George Porter Fennell, Miss Rosa Gray, Mrs. Flora Griffin, Miss Charity E. Hatcher, Miss Minnie Kerr Jackson, Mr. Henry Ward Beecher Johnson, Mrs. Thelma Ingram Johnson, Mrs. Pauline Tate Mattison, Mr. Clyde W. Pickett, Miss Arlena Janet Riggsbee, Mrs. Frances Mizelle Tyler, Mr. James Byers Tyler.

Dillard Grammar School

Mrs. Alice H. Brown, Miss Arabia Bunn, Mrs. Esther Smith Fennell, Rev. James Edward Green, Miss Marian E. Henson, Mr. T. S. Johnson, Miss Josephine Pittman, Mr. Alphonso Rodger Williams, Mrs. Roberta Hogans Wright.

School Street School

Prof. Richard R. C. Christian, Miss Rosa Lee Atmore, Mrs. Theresa Smith Bland, Mrs. Mary Victoria Brown, Mrs. M. Perkins Christian, Miss Thelma Maxine Coley, Miss Virginia L. Faison, Mrs. Susan Bryant Frederick, Mrs. Sadie Bell Grantham, Mrs. Alice Sykes Hogans, Mrs. Mabel Bright Holt, Mrs. Sallie Y. Holt, Mrs. Alicia Winn Stitt, Miss Hattie B. Whitley.

Greenleaf School

Mrs. Nannie Jones Frederick, Mrs. Dorothy Adams Barnes, Mr. Charles Irvin Bland, Miss Catherine Wilkins Bond, Mrs. Ruth Cobb Everette, Miss Susie Mae Faucette, Mrs. Esther Guess, Miss Susie Elizabeth Guess, Miss Adalyne L. Monroe, Mrs. Valnolia Green Scott, Mrs. Louvenia Grace Williams.

East End School

Prof. Walter Alexander Foster, Mrs. Geneva Fields Council, Mrs. Julia A. Croom, Miss Valeria M. Edwards, Miss Ruth Elizabeth Ferdinand, Mrs. Lillie B. Frederick, Mrs. Mary Burden Gavin, Mrs. Margaret Booth Johnson, Miss Wilma Lucille Jones, Miss Emma L. McDougald, Miss Elizabeth Etolia Smith.

Carver High School

Mr. C. H. McLendon, Principal; Mr. William M. Gilmore, Mr. W. H. Watson, Mrs. G. H. Puryear, Mrs. Dorothy D. Keiser, Mrs. Joyce C. McLendon, Miss J. F. Spruell, Mr. C. R. Warren, Miss Edna H. Williams, Mr. John T. Collins, Mrs. Pearl W. Connor, Miss Alice E. Hickerson, Miss Pearlye Durham, Miss Nettie Z. Sitgraves, Miss Ruth M. McCottry, Mr. L. A. Keiser, Miss S. O. Sykes, Miss Elizabeth Armwood, Mrs. C. D. Brock, Miss Annie L. Cobb.

Wayne County Unit

Mr. L. Borden, Mrs. Bernette Borden, Mr. J. H. Carney, Miss Ruth Dixon, Miss Ila Dobson, Mrs. Mary E. Carter, Mrs. Rosa B. Ed-

wards, Miss Minnie Greenfield, Mrs. Christine Holloman, Miss Ethel Jones, Mrs. Edna S. Kelly, Miss Alma R. Hicks, Mrs. Freda E. McLamb, Miss Frances G. Sykes, Miss Fannie M. Staten, Mr. E. A. Brown, Mr. John McKim, Mrs. Annie B. Ward, Mrs. Vivian Williams.

Central High School, Goldsboro, N. C.

Prof. W. M. Reinhardt, Principal; Miss Sarah B. Nixon, Mr. Greenville Harris, Mr. Wendell Wells, Mr. Clarence E. Thompson, Mr. Marshall Murray, Miss Margaret Oarham, Miss Ella Louise Gilliard, Miss Myrtle McDonald, Miss Nina I. Holt, Miss Gertrude Aldridge, Miss Laura E. Clark, Miss Velma F. Foster, Mrs. Thelma A. Branch, Mrs. Natalie Middleton, Mrs. Della J. Finlayson, Mrs. Mary Barnes Smith, Mrs. Effie B. Holt.

Eureka School

Miss L. P. Manley, Principal; Miss Consuella Armwood, Mr. R. H. Cherry, Miss Doretha Dafford, Miss Hazel L. Mallette, Miss L. L. Perry, Mrs. C. S. Turner, Mrs. M. Wyke Vandiver.

Dudley Elementary School

Mr. Edward A. House, Harvey O. Freeman, Ezekiel Ancrum, Mrs. Cleopatra House, Miss Winnie E. Joyner, Miss Callie Barnes, Miss Marie V. Washington, Mrs. Vertie Hines, Mrs. Daisy Hinton, Miss Essie Pearl Martin.

Wesley School

Mrs. M. M. Kornegay, Principal; Mr. E. E. Tysor, Miss Helen Brewington.

Shady Grove

Mrs. Thelma M. Cromartie, Miss Sadie Carnegie, Mrs. Ida Stanford.

Lincoln Heights School

Mr. J. R. Edelin, Principal; Miss Elizabeth Guthrie, Miss Gertrude Strickland, Miss Ruth Fitch, Miss Anne Bowers, Miss Fannie L. Neal, Miss Dorothy Franks, Mrs. Loree Anderson, Mrs. Delores Edelin, Mrs. Wynola Alexander, Mr. Avery Barber, Mr. Ralph Sawyer, Mr. Clarence Knight, Mr. Donald Ramseur, Miss Eunice Leak.

W. P. A. Adult Education

Mrs. Marion J. Dula.

WILKES COUNTY

Wilkes County Unit

Mr. G. T. Harris, Miss H. L. Pinckett, J. S. Barber.

WILSON COUNTY

The Sallie Barbour School

Mrs. E. P. Reid, Principal; Mrs. Annie Barnes, Mrs. Lucy G. Davis, Miss Amanda Daniels, Mrs. Margaret W. Hines, Mrs. Tempie Jones, Mrs. Marie Mitchner, Mrs. Myrtle L. Mitchell, Miss Martha Robertson, Miss Ellsworth H. Sadler, Mrs. Louise Cherry Sherrod, Mrs. Willie H. Smith, Miss Lillian Whitfield, Mrs. Florence B. Whitley, Mrs. Georgia Wyche, Mrs. Lurean Zachary.

Charles H. Darden High School

E. M. Barnes, Principal; J. M. Miller, Jr., Mrs. P. K. Spellman, Mrs. Ethel D. Alexander, Mrs. Flora C. Bethel, Miss Cora M. Washington, Miss Jessie Eaton, Mrs. Rosa L. Williams, Mrs. Estelle Shade, Miss Marian Davis, Mrs. Alice H. Jones, Mrs. Elinor H. Foster, Mrs. Mamie E. K. Whitehead, C. R. Davidson, Randall R. James, Mrs. Marian H. Miller, Mrs. Catherine T. Watson, Mrs. Annie M. Dupree, C. L. Spellman, Mrs. Margaret E. Kornegay, Miss Dolores Hines, C. W. Hines, A. G. Walker, S. J. Satchell, H. S. Jenkins.

Sam Vick Elementary School

M. D. Williams, Principal; Miss Elizabeth Brodie, Mrs. E. Courtney Pitts, Mrs. Ruth Johnson Hines, Miss Ann L. McDuffie, Mrs. Addie D. Butterfield, Mrs. Julia B. Harrell, Mrs. Johnnie K. Boatwright, Mrs. Cecelia Norwood, Mrs. Elaine C. Lee, Mrs. Mary G. Harris, Mrs. Helen D. Whitted, Mrs. Doris V. Walker, Mrs. Ivory L. Satchell, Mrs. Floretta W. Allen.

Wilson County Unit

Miss Clara Godette.

W. P. A. Group

Mr. Chester Washington, Mr. Galveston Haygood, Mr. Elijah Marbury, Mr. Henry Ellison, Mr. James H. Stokes, Mrs. Sudie Raspberry, Mrs. Nina Scott, Mrs. Amy Lane, Mrs. Maggie Bryant, Mrs. T. J. Raynor.

Miss E. Louise Cooper, Mrs. Mozelle Lane, Rev. H. E. King, Mrs. Sarah B. Marks, Miss Jessye R. Mebine, Mrs. Collins I. Hinton, Mrs. Margaret B. Hall.

Wise and Otherwise



We have gathered posies from other men's flowers, only the threads that bind them are ours.

To a Great Teacher

*With flaming torch of beauty in your hand
And high ambition's seal upon your brow,
With heart courageous, with undaunted and
True viking spirit that refused to bow
To jealous gods of pain, how unafraid
You fought your rugged, upland way until
Death called a truce! Then swiftly you
obeyed,
Leaving earth's battlefield, the victor still.*

*And we who sat beneath your tutelage
Stand gazing in your wake, resolved to
climb
To nobled heights because of you, to wage
More gallant fight against the odds of
time,
Wresting rich trophies from great Learning's mart,
Victorious in mind and soul and heart.*

—MARIE BARTON.

Damages Awarded

A judge from one of the mountain counties in West Virginia tells the following story: "A railroad train ran over a cow. The owner sued for damages and he testified thus on the witness stand: 'If that there engineer had a' blowed that whistle which he didn't blow, and if that there engineer had a' rang that bell which he didn't rang, both of which he did neither, that there heifer would a' been left livin' happily munchin' grass on yonder hill instead of her bones lyin' moulderin' in the grave as she now is'."

The judge reports that full damages were awarded.

A devout mother was showing her little son the picture of the martyrs thrown to the lions and explaining it to him at great length and very solemnly, trying to make him feel what a terrible thing it was.

"Oh, mother!" he said tremulously, "just look at that poor little lion way behind the rest. He won't get any!"

Work is the yeast that raises the dough.

Completely Educated

First Dad—My son is at college and I'm the one getting the education.

Second Dad—Yes, and my daughter's at finishing school and I'm the one getting finished.

Depression Note

A local newspaper reports the following letter just received from a rural subscriber:

"Dear Editor: Some two years ago I read in your paper that the United States government was planning to change the size of dollar bills. Did they ever do it?"

New Mother Hubbard

Here is an old nursery rhyme written in the style of a cross-word puzzle:

*Old Mother Hubbard went to the receptacle
for nourishment
To get her poor dog an osseous tidbit.
When she got there the cupboard was entirely
denuded of its contents,
And so the poor doggie got the opposite of
any.*

Travel Is So Broadening!

"See those white hills over there?" asked the sweet young thing on the Mediterranean cruise. "What is that?"

"Snow," replied the captain.

"That's what I thought," she remarked, "but a lady just tried to tell me it was grease."

An insurance company offered Robert E. Lee ten thousand dollars a year as salary. He declined. An answer came, "There will be no duties; your name alone is worth that salary." Lee's eyes flashed as he replied, "My name is not for sale."

Ask Clara Bow

"Do you know how to tell a professor from a student?"

"Oh, all right, have it your own way and tell it."

"Ask him what 'it' is, and if he says it's a pronoun he's a professor."

